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ABSTRACT

This book is the result of a grant to develop and implement a program designed to enable adult female offenders, parolees, and probationers to enroll in and complete educational programs, develop job search skills, increase their self-esteem, and be placed in jobs. Chapter 1 describes the one year the program operated in South Carolina. It discusses the specific problems, needs, and issues of female offenders and ex-offenders. Pitfalls and successes of the program are presented. Chapters 2, 3, and 4 present operational guidelines for setting up, operating, and evaluating a similar program. The guidelines are intended for use by correctional agencies and other agencies, organizations, and groups dealing with disadvantaged women. Chapter 2 covers steps in setting up an educational support program (ESP)--planning, organizing, staffing, maintaining accountability, developing resources, and setting up intake and referral procedures. Chapter 3 describes procedures involved in operating an ESP: enrollment, screening and selection, support services, verification of educational and career plans, application for financial aid, educational plan enrollment, class registration, monitoring, and job placement. Chapter 4 addresses formative and summative evaluation. Sample forms are provided in each chapter. Appendixes include a list of financial aid publications, information on standardized tests, and 12 references. (YLB)

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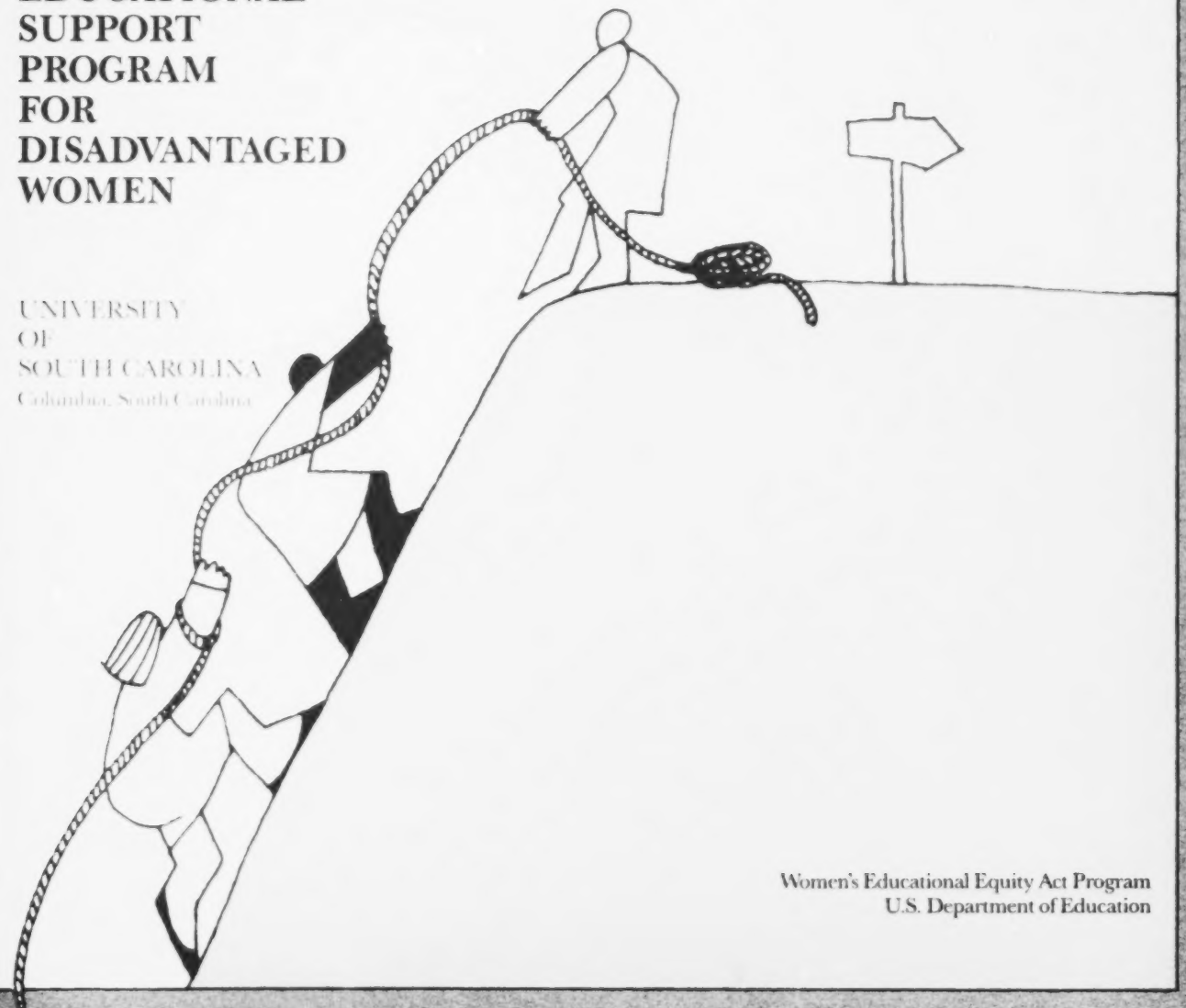
TAKING THE NEXT STEP

AN EDUCATIONAL SUPPORT PROGRAM FOR DISADVANTAGED WOMEN



UNIVERSITY OF SOUTH CAROLINA
Columbia, South Carolina

Women's Educational Equity Act Program
U.S. Department of Education

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TAKING THE NEXT STEP

AN EDUCATIONAL SUPPORT PROGRAM FOR DISADVANTAGED WOMEN

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University of South Carolina
Columbia, South Carolina

Women's Educational Equity Act Program
U.S. Department of Education
William Bennett, Secretary

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PREFACE

No one ever knows the few joys of
living without some sort of success.
The greatest punishment is to be
despised by your neighbors, the
world, and members of your family.

--E. W. Howe

Confidence and a good self-image are two requisites for success. Another important requisite for success is education. Our society has tended to place obstacles in the way of a substantial number of women, making it difficult, if not impossible, for them to rise above a poverty level, or to enjoy even the most rudimentary elements of a trouble-free or worry-free life. We have deeply entrenched, persistent attitudinal barriers that block the road to success for the very large number of women in the United States who are disadvantaged by virtue of being ethnic minorities, living on public assistance, lacking education, and being from the lower socioeconomic level. The puritanical heritage of Americans is still very strong, insofar as expecting people to move up a career ladder. Americans generally, either directly or by implication, look down on women who do not fit the stereotype of the average Ms. America living in a white cottage with green grass and flowers growing behind the picket fence.

Of all the disadvantaged women who have been looked down upon, female offenders have, by and large, truly been the victims of stereotypic thinking and public discrimination. Not only does the public resent their failing to fit the middle-class image of the American woman, but they are despised for not living up to the American dream of its women standing on pedestals of virtue. They are seen as fallen women. The fact that they lack education, lack job skills, have low self-concepts, and literally resort to property crimes in most instances to support themselves and their dependents is of little concern to most Americans.

In 1984 the Women's Educational Equity Act Program awarded a grant to the University of South Carolina to develop and implement a program designed specifically to enable a group of adult female offenders, parolees, and probationers to enroll in and complete educational programs; develop job search skills; increase their self-esteem; and eventually, upon completion of their educational programs, be placed in jobs above the poverty level, allowing them to support themselves and their dependents adequately. Chapter 1 of this book describes the one year the program operated in South Carolina.

Discussed in the first chapter are the specific problems, needs, and issues of female offenders and ex-offenders, including the emotional resistance and personal obstacles women face daily. Some of the specific pitfalls encountered in attempting to conduct the program, as well as some of the successes achieved, are presented. The program goals are given, and the strategies used to attain them are described. The chapter concludes with a case study of one of the participants.

Chapters 2, 3, and 4 present operational guidelines for setting up a similar program, operating it, and evaluating it. These operational guidelines are designed to be generic in nature, to the extent that they could be adapted to fit any target group of disadvantaged women. The operational guidelines are intended for use not only by correctional agencies, but also by other agencies, organizations, and groups dealing with women who are disadvantaged, especially those lacking education, job skills, and self-esteem.

September 30, 1987 T. A. Ryan

CHAPTER 1

THE SOUTH CAROLINA PROJECT TO MEET THE NEEDS OF FEMALE OFFENDERS

ADULT FEMALE OFFENDERS

Out of Sight, Out of Mind

As has been noted by Ryan (1984), for almost one hundred years society has very successfully managed to keep the female offender out of sight and out of mind. For at least three-quarters of a century, female offenders have been forgotten women, and this lapse in memory has not occurred by accident. Deeply entrenched within the puritanical philosophy and Judeo-Christian ethic that have dominated the thinking in this nation for almost two centuries has been the idea that, as Ginsburg (1980) says, ". . . nice girls don't commit crimes" (p. 59). Crites (1976) points out that incarcerated females in this country have always been treated as disgraced stepchildren. Unlike their male counterparts, female offenders have been viewed as being childlike, manipulative, mentally deficient, and morally depraved (Adler 1975). These women generally have been considered unredeemable sinners, fallen from the pedestal of virtue (Fogel 1979).

It has been easy to forget female offenders, to keep them out of sight and out of mind. Over the years, they have been few in number, representing only 4 percent of the total offender population. For the most part, they have been in institutions located in isolated areas far from the mainstream of society. They have tended to be nonviolent and to commit victimless crimes. They have not made waves or flooded the court dockets with lawsuits. They have never been known for burning down prisons, staging riots, or taking hostages. All too frequently they have been found, row upon row, in barnlike rooms, quietly stitching away for endless hours on antiquated sewing machines, making shirts for male offenders and flags to fly over government buildings. Female offenders have stitched enough American flags to literally blanket the nation from coast to coast, border to border.

After years of remaining out of sight and out of mind, a long-overdue interest in the plight of the female offender began to surface in the 1970s. At that time, female offenders were caught up in a giant tidal wave that rolled across the nation. As it gained momentum, the spotlight of public attention was turned on the nation's women and their movement for equal rights. This movement was revolutionary in many respects, not the least of which was the way in which it forced the public to recognize the changing role of women and to give more than lip service to the rights of women for equity and opportunity. Credited with being the primary investigator for gaining public recognition of the nation's female offenders, the women's movement brought female offenders out of the closets and crannies of the prisons and into the foreground of public awareness. Society finally dared to recognize that there were women behind bars in this nation, but when it did, it also found that there was really very little objective information available on the profile of the female offender.

Profile of Adult Female Offenders

Out of this newfound recognition of the lack of objective information came a classic national study of adult female offenders by Glick and Neto (1977). This study, supported by a grant from the Law Enforcement Assistance Administration, was conducted in 1975 and early 1976 for the purpose of providing a comprehensive description of the range of programs and services available to female offenders. It additionally generated an objective demographic profile of female offenders within the criminal justice system at that time. Based on data collected by survey, Glick and Neto (1977) reported that incarcerated women were generally young, with two-thirds of the female offenders in their sample falling into the age bracket of under thirty years of age. The same study reported that 50 percent of incarcerated women were Black, that Indian women were overrepresented, and that the number of Hispanic women in the prison population was proportionately similar to the number of Hispanics in the general population.

Regarding educational backgrounds, Glick and Neto (1977) reported that incarcerated women had less education than women as a whole, and that educational level was related to ethnic background. Whites and Indians had the highest levels of education, while Blacks followed. Hispanics were notably behind other groups. Taking the population as a whole, Glick and Neto (1977) found that 60 percent had not completed high school and thus would be candidates for remedial education, GED preparation, or a high school curriculum. Forty percent had a high school education and would be served best by college classes, adult education, or special training.

Regarding family relationships and income, the Glick and Neto (1977) survey found that 60 percent of female offenders had been married at least once, but only 10 percent were living with a husband before they were incarcerated. Also prior to incarceration, 56 percent of the sample had dependent children living at home. However, in only 10 percent of the cases did the husband provide for child care. More than half the women in prison had received welfare during their adult lives, and this finding was correlated with both lack of job skills and low educational levels.

A state-of-the-art analysis, conducted by Ryan in 1983 and published by the U.S. Department of Justice in 1984 sought to dispel myths and correct misstatements regarding female offenders, and to provide an update to the study

by Glick and Neto (1977). Ryan found that the profile of the female offender population had not changed appreciably, with the exception of ethnicity. There was an increase in the number of white offenders compared with Black, with 50 percent white and 38 percent Black. This finding was attributed at least partially to the fact that white women were more likely to be involved in white-collar crimes, a type of crime on which law enforcement agencies were generally placing increasing emphasis. The female offender was thus objectively described as being a young, undereducated, head of household with dependent children, and lacking in job skills.

Needs of Adult Female Offenders

The profile of the female offender drawn by both Glick and Neto (1977) and Ryan (1984) suggests some of the special needs of female offenders and ex-offenders, one of which had been alluded to earlier by Rock in 1976. Rock (1976) stated that a major concern of many women in prison was care for their children . Both profile studies (Glick and Neto 1977, Ryan 1984) showed that more than half of the female offender population had dependent children, and child-related concerns were far from uncommon. Ryan (1984) noted that another major concern of female offenders was separation from their children. Furthermore, as observed in 1975 by the Law Enforcement Assistance Administration Task Force on Women, female offenders are often forced to have their children placed in different foster homes. When this occurs, family structure is broken by both the absence of the mother and the separation of the children during the time of incarceration. In turn, in order to mend the structural breakdown, the offender needs to be able to implement both effective life skills and parenting skills when she is released, a task that she is all too often ill-equipped to accomplish.

Also in evidence from the demographic profiles drawn by Glick and Neto (1977) and Ryan (1984) were needs for both education and job skills. Rock (1976) had noted that education and job opportunities were major concerns of women in prison. Described as primarily heads of households by both the Glick and Neto (1977) study and the Ryan (1984) study, female offenders have a recognized need to be equipped to support both themselves and their dependents upon release. However, although both male and female offenders have shared this need, there has been a uniqueness where women are concerned due to a disparity between the programs available to men and those available to women for education, vocational training, career counseling, and job placement. The Law Enforcement Assistance Administration Task Force (1975) noted that the majority of female offenders are forced to compete in a "sophisticated labor market of major urban centers" (p. 5) and therefore have need of sophisticated vocational training. In 1977 the Women's Bureau of the U.S. Department of Labor subsequently found that most promising new programs were not as readily available to women as to men, particularly the programs designed to enhance employability. The national study of programs for female offenders conducted by Ryan (1984) found that the vocational training available to these women continued to emphasize the traditional areas of cosmetology, clerical skills, and food service--areas that allowed the female offender neither to meet required qualifications for positions in a sophisticated labor market nor to support her family if she did find employment.

Ex-offenders, particularly women, more often than not experience great emotional resistance and face many personal obstacles in the process of making the transition to the world of work. These women carry the stigma of having

committed a crime, and society does not take this lightly. It is much more difficult for women than for men to overcome the stigma of having been convicted of a violation of the law. It is part of our society's belief system that little girls do not receive support to do certain things. Of course, this attitude has become, in recent years, less prevalent but even today little girls are not supposed to break the rules or fail to live up to society's expectations. Many of the women in our program called, time after time, often in tears, because they could not hold even the most menial job--cleaning house or washing dishes--after their employers found out they had a record. They became emotionally upset, and once again experienced failure. It was very difficult, even with the greatest effort on our part to encourage them and help them, to keep their spirits up and to generate any kind of enthusiasm on their part. Moreover, they had numerous personal obstacles, in addition to lacking education and being sorely unprepared for the real world of work. Patricia, for example, simply could not see; she had no glasses and had no way of knowing how to get glasses (we were able to get glasses for her through one of our community resources, the Vocational Rehabilitation Agency). Other personal problems of female ex-offenders include such things as lack of suitable clothes, lack of transportation, and no one to take care of children.

There has been evidence in other studies that when female offenders have been able to acquire job skills, they have also been able to support themselves and their dependents. In turn, they have become productive members of society. In a comparison of institutional and community-based programs, the American Bar Association noted in 1975 that a pilot nursing program at the California Institution for Women had 100 percent success for the nine women paroled (Wayson 1975, p. 33), although the program was subsequently discontinued because of administrative problems. A study made at the Vienna Correctional Institution in Illinois in 1979 documented the effectiveness of vocational training in helping offenders to make a successful reintegration to society (National Advisory Council on Vocational Education 1981). Meeting the needs of female offenders for both educational and vocational programs may therefore help to ensure that these women do not return to the criminal justice system.

If the needs of the female offender for life skills, parenting skills, education, and vocational skills are not met, it is possible that negative consequences will be felt by subsequent generations. Children of female offenders, like children of other disadvantaged females, tend to learn from and follow in the footsteps of their parents. When parents are unable to function constructively within their life situations, children are unable to learn to do so from them. Productive roles in society are, therefore, harder for these children to attain.

Within the offender population, there will continue to be a disproportionate representation of women who are from lower socioeconomic levels and from racial and ethnic minorities unless something is done to meet their special needs. These women, who for the most part are poor, undereducated, and without job skills, deserve the chance to enrich their lives, to provide for their families, and to become positive role models for their children. The time is long overdue for breaking down the persistent barriers that have stood in the way of equal opportunity for these disadvantaged women.

THE EDUCATIONAL SUPPORT PROGRAM

Integrated Programs and Services

In order to systematically meet the special needs of the female offender population through developing a replicable model program for female offenders and other underserved groups faced with institutional and attitudinal barriers to educational equity, the Educational Support Program (ESP) was developed and implemented by the University of South Carolina in Columbia, South Carolina. As noted earlier, the project was supported by a grant from the Women's Educational Equity Act Program of the U.S. Department of Education. The project, designed to be implemented over a three-year period, consisted of an integrated set of educational programs, comprehensive support services, job placement, and follow-up. ESP operated on the assumption that when provided with support services, female offenders and other disadvantaged women can successfully meet and overcome the obstacles they face; they can, when provided with the opportunity and support, complete educational programs, find and maintain gainful employment, and become productive members of society.

Our project operated out of a university setting, with a consortium model involving liaison with and participation of local adult education programs, two-year colleges, and the university. Our plan in proposing this project initially was to demonstrate a model that could be replicated in a wide variety of settings. For example, this program could be conducted by a number of community agencies other than educational institutions--particularly social service and welfare agencies. It could also be conducted in counseling centers or in conjunction with vocational rehabilitation programs.

The organizational structure of ESP is best illustrated by the chart in Figure 1. It should be noted that many variations on this particular organizational structure could be used successfully. Depending on the location of the program and the level of support, the number of positions and the nature of the work would vary.

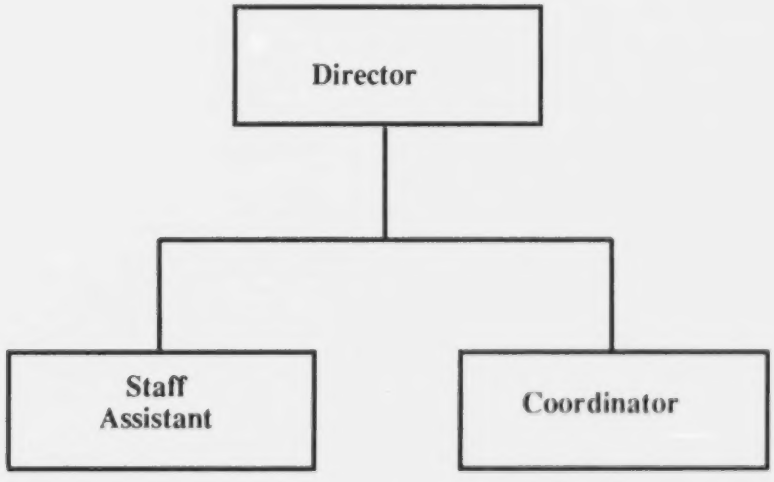

Figure 1. ESP Organizational Structure

We made a strong effort to enlist the active cooperation and participation of agencies in the community. We developed linkages with federal and state probation and parole agencies and with the Department of Corrections. We also developed linkages with agencies in the community that we could use for referring our participants for services we could not provide, and, of course, we developed strong working relationships with the educational institutions in the community. The way the project was implemented--from intake and screening through educational program enrollment with supporting counseling, tutoring, and other services--is shown in Figure 2. Also shown in the flow chart is what we intended in the way of job placement and follow-up.

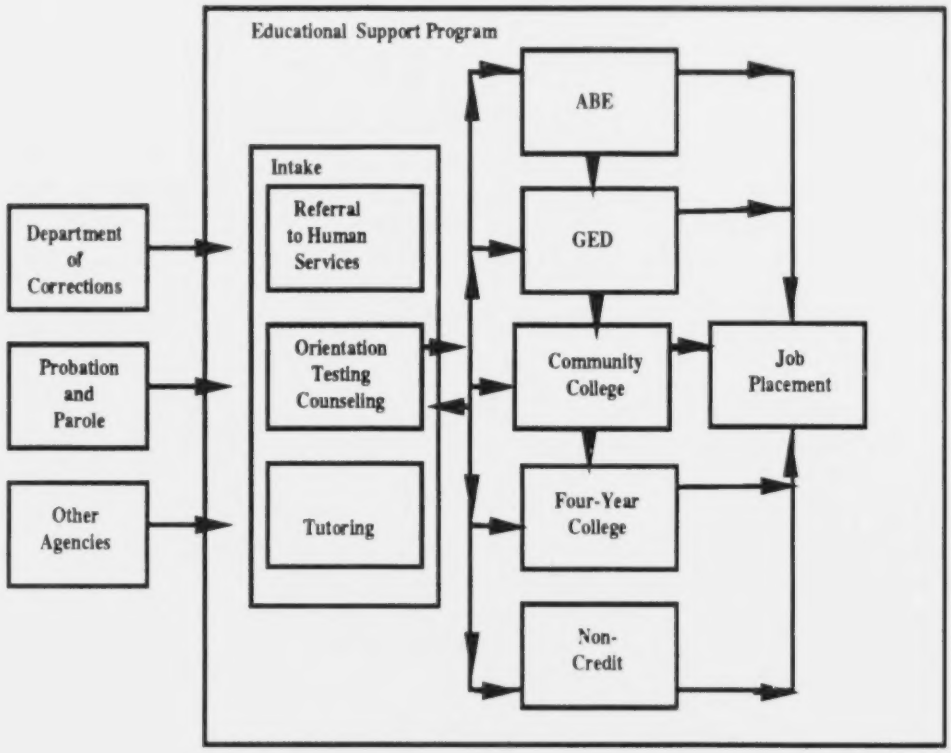

Figure 2. ESP Flow Chart

We also designed a brochure describing our program. In addition to distributing the brochure to participants, we used it in meeting with agencies to enlist their cooperation and participation, and in recruiting new participants for the program. A copy of the brochure is reproduced on page 7.

E

S

P

Educational

Support

Program

College of Criminal Justice
University of South Carolina
Columbia Campus

Off Greene Street
Opposite Russell House
At the Top Right Side
of the Horseshoe

Dr. T. A. Ryan, Director

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WHAT IS ESP?

ESP is an **Educational Support Program** that seeks out ex-offenders and encourages them to participate in the comprehensive opportunities for self improvement offered in the Columbia, South Carolina, community.

The ESP participants are primarily referred by parole officers, and occasionally by other agencies in the community. Participants are enrolled in Adult Basic Education (ABE), General Educational Development (GED) high school equivalency program, two-year college or vocational school, four-year college, or special noncredit self-improvement courses. When participants have immediate concerns that cannot be met through ESP resources, they are referred to the appropriate human service agency in the community.

In addition to academic and vocational advising, participants are given individual and group personal and career counseling. Participants learn study skills, job search skill, and have opportunities to develop their self-esteem and self-concepts. ESP gives assistance in obtaining financial aid, job placement, and coping with family problems. ESP provides ongoing tutoring and other support services.

There are no charges or fees for participation in the Educational Support Program.

WHY ESP?

ESP assists participants in successfully completing education and training programs so they can become employed, can be effective parents, and can cope with personal problems and concerns. ESP provides experiences for participants so they can develop feelings of self-worth and can achieve self-improvement.

ESP provides a valuable resource for the criminal justice system. Parole officers refer clients who could benefit from educational and vocational programs, together with the comprehensive support services provided by ESP's highly qualified professional staff. ESP provides regular monthly reporting to referring agencies on participant progress.

ESP provides a linkage between criminal justice agencies, primarily parole officers, and the available opportunities for self-improvement, job placement, and human service resources.

ESP IS THE ANSWER TO

. . . providing participants with educational, occupational, and human service assistance.

. . . cooperating with the criminal justice agencies to improve client services.

Project Goals

Our program had three main goals. First was attending to the educational needs of disadvantaged female offenders. Educational programs at all levels had to be made available to these women, many of whom had to address deficiencies in basic education before proceeding to vocational training that was sufficiently advanced to allow them to compete successfully in a highly sophisticated job market. Second was providing training in coping skills and life skills, as well as offering other support services, so that the women could successfully meet the challenges they faced at home, in school, and in the community while attempting to improve their life situations. And third--ESP's ultimate goal--was providing job placement and follow-up, once participants had completed their educational programs, so that the women could successfully support themselves and their dependents.

Achievements

ESP implemented a system of strategies to meet its goals. Project staff developed a working relationship with accessible educational program resources sympathetic to the needs of disadvantaged female offenders. We arranged to enroll the women in Adult Basic Education (ABE), General Educational Development (GED) or high school diploma programs, community college and vocational/technical schools, and four-year-college degree programs. We established liaison with each of these resources, and we made an effort to ensure that each participant would move successfully forward to achieve specific educational goals and subsequently occupational and social education goals. We addressed participants' deficiencies in coping skills, life skills, and parenting skills through career, educational, and personal counseling by the director and coordinator at the office. We provided tutoring to each participant as needed. We addressed other needs, such as for eyeglasses, children's clothing, laundry, and medical attention, as they occurred, either by directly meeting the need through our resources or by referring the women to appropriate community agencies. For example, the local Lions Club provided a pair of eyeglasses to Karen. A local church made a cash donation to Alice so that she could buy school clothes for her children. Individuals in the community donated clothing, money, and services. A local church donated a washing machine to Ruth, a single parent with three small children. A local child-care facility and a community service agency provided child-care services for our participants. The State Vocational Rehabilitation Agency provided dental surgery for Theresa. The local health department provided general health services to several women.

It was intended that as each woman completed her educational program, ESP staff would assist with job placement and provide follow-through services. It should be noted that the long-term aspect of this project is important. To overcome the deeply entrenched barriers to educational and vocational equity for female offenders, a short-term effort is not adequate. Because completion of adequate educational programs cannot be expected until the end of the second year of program operation at the earliest, job placement for the women could not commence until the beginning of the third year of program operation. We did as much as possible to help the participants get some kind of work, even though these jobs were unskilled and low paying.

ESP was designed to be a three-year program, with goals and objectives to be attainable in this length of time. Accomplishments geared toward goals and objectives for program participants could not be measured or observed until at least the completion of one year of program participation. Because initial grant

funding was for only a one-year period and the grant award was delayed, it was not possible for participants to complete a twelve-month educational program. It is therefore not possible to report accomplishments in terms of participants' educational achievement, job placement, or personal growth and development in self-esteem, assertiveness, and self-fulfillment. It is possible, however, to report the number of women we enrolled between January 23 and November 30, 1985, and the nature and extent of services we provided during that period.

Number of Participants Enrolled

Between the end of January and the end of November 1985, we enrolled thirty-six women in our program. Retention rates for female offenders and other disadvantaged women range between 50 and 60 percent. The success rates specified in our program objectives were set accordingly. At the end of our grant year, we had sixteen female offenders or ex-offenders participating in the program. We had lost most of our participants for justifiable and understandable reasons: They had to work even in the most menial jobs to support themselves and their dependents; or they had no access to child care; or they lacked transportation; or they just became discouraged. Parolees and probationers have to pay the cost of supervision and also pay restitution or go to jail.

Nature and Extent of Services

Counseling
We provided educational, personal, and career counseling to our participants. All participants received educational counseling. Twelve participants received personal counseling. Seven participants received career counseling.

Tutoring
We tutored those participants in the program who asked for this help, as well as those whose instructors reported unsatisfactory progress. Nine participants were tutored in mathematics. Five were tutored in reading. One was tutored in typing.

Financial Aid
We arranged for or obtained financial aid to support the educational programs, including fees and books, for thirty-four participants. Altogether we obtained $6,910 for educational program support for participants. Two women were enrolled in programs for which there were no fees.

Education
The main focus of our program was on increasing the educational achievement level of participants to the point where they would be able to obtain and maintain gainful employment well above the poverty level. We had intended to make a major thrust in the area of developing job-seeking skills, job placement, and follow-up; obviously , this was not possible, since we did not have any participant in school long enough to increase educational achievement level to the point of employability in a well-paying job. We registered thirty-six women in educational programs, ranging from ABE to four-year college programs. We had two women in ABE; fifteen in GED or high school diploma programs;

fourteen in two-year Associate in Arts degree or vocational/technical college programs; and five in the four-year college program.

Referrals and Support Services

To the extent possible with our limited resources, we made every effort to make referrals and provide support services to address problems and extenuating circumstances interfering with the progress of our participants. We made eighteen referrals to community agencies. We provided additional support services beyond the scope of the project, using personal resources as much as we could.

Project Implementation Problems

During the implementation of strategies to achieve the goals of the program, both client-generated and externally generated problems were encountered. Client-generated problems were generally related to learned helplessness, deferred gratification, assertiveness, attitudes toward education based on prior school failures, and attitudes toward the value of achieving an education when making restitution/supervision payments to avoid incarceration. Externally generated problems were generally related to the level of grant funding and resultant staff shortage, the time span of the program, and the substandard living conditions of many ESP participants.

Client-Generated Problems

Learned Helplessness

In terms of client-generated problems, some of the ESP participants exhibited learned helplessness. When the women began the program, they often saw no connection between education to improve themselves and the ultimate positive changes in their lives that would result. Susan, an ESP participant, asked shortly after intake: "Are you sure that an education is going to do me any good? I'm not sure that when I finish I'm going to be any better off than I am now. I've been fired five times in the past year because I've got a record, and I might not be able to get a job because of that, even if I go to school." The ESP director and coordinator addressed this problem through counseling. Susan was still in school at the end of the grant year. She will additionally need training in job seeking skills and help with job placement.

Deferred Gratification

A related problem was deferred gratification. It quickly became evident that some ESP participants were unable to comprehend the future benefits of obtaining an education when faced with problems occurring in the present. May, who ultimately withdrew from the program, stated: "I'm so far in debt now that I can't stop to go to school. I have to do something about all of my bills." She chose to work long hours at two jobs at minimum wage rather than attend school to improve her situation. Anne decided to return to prostitution rather than attend school in order to furnish her home in a manner that she thought would help her to regain custody of her son.

Assertiveness

A third client-generated problem was assertiveness. The majority of ESP participants scored extremely low on the assertiveness scale of the Motivational

Analysis Test. June, who was scheduled to start community college when the next quarter began, stated in relation to information for financial aid forms: "I don't know how much my husband makes. He doesn't tell me anything. . . . I never saw a tax return from last year. I didn't work and he does all of that. You'll have to call his employer to find out what he made." Following counseling, June spoke with her husband, and they planned to attend school at the same time.

Prior Educational Experiences

One problem that surfaced numerous times appeared to be both client generated and externally generated. Many ESP clients had memories of previous school failures that caused them to enter this program with a very negative attitude. They either failed grades or were frustrated by their inability to complete grade-level work following social promotions. At intake, 64 percent of ESP participants reported having completed high school, with 31 percent having attempted some post-high school work. In the category of last grade completed, the lowest grade recorded was seventh. However, on the educational placement pretest administered at ESP--either the Wide Range Achievement Test (WRAT) or the Test of Adult Basic Education (TABE)--only 5 percent scored at twelfth-grade level or above. Ninety-five percent scored at eleventh-grade level or below, including 25 percent scoring at sixth-grade level or below. ESP staff provided the support services of tutoring and counseling to address the problem of educational deficits.

Restitution/Supervision Payments

Another problem that appeared to be both client and externally generated had to do with restitution and supervision payments. Most of the women in the program were on probation or parole; they had to pay supervision fees. The women referred to ESP most often had been convicted of a property offense. The women did not have adequate job skills; they turned to crime to meet support needs. Because the majority of women referred to ESP were property offenders, most had to make restitution payments in addition to paying supervision fees; failure to make these payments results in the woman's going to jail or prison. In some cases, this situation led the women to place a higher priority on present income-related needs as opposed to future needs such as obtaining an education. Barbara, an ESP participant, stated: "I have to get this restitution paid off now. I don't have much more time to do it, and they'll put me in jail if I don't. I might have time for classes later, but right now I've got to just work and get myself straightened out."

Externally Generated Problems

Funding Level, Staff Shortage, and Program Time Span

The funding level for this project was relatively low, which resulted in the project having a very limited staff, consisting of one and one-third professional positions and one half-time staff assistant. The time period for developing resources up front to conduct this project was approximately four weeks of working time. The grant award was made the first of December, the university closes for two weeks for the Christmas holidays, and we received the first referrals the third week of January. With the short period of time in which to develop resources and complete the initial administrative procedures for getting the project underway, staffing for the project was not adequate. We needed to accept the January referrals so that we could process financial aid applications and complete registration for the first women referred to ESP; had we not done so, the women would have had to wait until late March to begin their education. In setting up a program of this type, the first step is resource development. This requires more staff if the lead time is short.

Substandard Living Conditions of Participants

The substandard living conditions of most ESP participants created a number of interrelated problems. Many participants did not have telephones. To contact participants who had no telephone, the professional staff person on the project went to their homes. On one such visit we learned that Lorraine lived in a housing complex located in a high crime neighborhood. The driveway to her apartment was littered with large potholes. The window on her back door was boarded over to cover the hole left by a broken windowpane. Lorraine's five-year-old son answered the door and said that his mother was not home, that she had gone to do the laundry at a neighbor's house. Her two-year old had been left in the care of the five-year-old because Lorraine could not afford the luxury of child care. Through donations from community resources developed for ESP staff, a washing machine was provided so that Lorraine could care for her children while doing her laundry. As long as Lorraine lives in the substandard environment, she will continue to have a plethora of related problems. There is no hope for improvement in her living conditions unless she completes her educational program and achieves the goals that were set at the time she enrolled in ESP. Whether or not she will continue going to school, without the support she received from ESP, is highly questionable. She had so many problems and frustrations; she needed constant reinforcement and assurances that she could make it.

A CASE STUDY

Background

Mary was one of the first women referred to our program. At intake, she was a thirty-eight-year-old widow with five dependent children ranging from age seven to age twenty. Although she had committed no prior offenses, Mary had been convicted of writing bad checks, and she had served time in prison. While there, she completed her high school education and passed the GED examination. After being paroled, she was subsequently referred to ESP by her parole officer to obtain assistance in continuing her education.

Mary stated that she wanted to become a nurse; indeed she was already working as a nurse's assistant in a home for the elderly when she enrolled in ESP.

Although she had tried to enroll in a nursing program while she was in prison, nursing programs were not available through the institution. Instead, she spent a portion of her time in prison tutoring others to help them pass the GED examination.

For ESP to enroll Mary in the nursing program at the local technical college, she had to meet stringent program entrance requirements. She scored above twelfth-grade level on reading, tenth-grade level on spelling, and eleventh-grade level on mathematics on the pretest at ESP. However, she did not have a high school diploma. Although she had passed the GED examination in 1983 and had been awarded the high school equivalency certificate, that certificate did not qualify Mary for enrollment in the nursing program.

Mary's Plan

In conjunction with the counselor for allied health programs at the college, the ESP coordinator and Mary devised a plan that would allow Mary to begin her education in the college transfer program; take required background courses in mathematics, science, and English; build a strong program application file; and subsequently transfer to the Licensed Practical Nursing (LPN) program.

At the time of this writing, Mary plans, upon completion of the LPN program, to continue her education in the Associate Degree in Nursing (ADN/RN) program at the same college. Because of the courses she will have already taken for the LPN program, Mary should be able to complete the courses required for her RN in one year instead of the normally required two years. In the meantime, she will be able to move up in her career following completion of the LPN program.

Problems and Successes

At Mary's first ESP appointment, she stated that although she had previously tried to complete federal financial aid forms, she had been unable to understand them and had eventually given up. The first thing ESP staff did to help Mary was to assist her in completing all required financial aid and admissions forms, requiring Mary only to verify the information and sign the forms.

The ESP director and coordinator began personal, career, and educational counseling immediately. They also reviewed Mary's career and educational plans. After processing all admissions and financial aid paperwork, an ESP representative accompanied Mary to class registration. Although all paperwork had been completed as soon as Mary enrolled in ESP, there had not been sufficient time for the federal financial aid award to be processed completely. We then arranged to defer Mary's tuition, and based on her grant application, located $125 for her books and supplies.

Mary began classes and appeared to be doing well her first three weeks. Her instructors reported that she was working hard and making satisfactory progress. About one month into her classes, however, Mary called the ESP coordinator to report that she had missed class the previous day because she had been sick. She stated that she was having trouble with her mathematics course; the coordinator scheduled an appointment for her to come to the ESP office for math tutoring.

Prior to the tutoring appointment, the ESP coordinator contacted Mary's math instructor to determine the specific topics with which Mary was having trouble.

The math instructor provided the coordinator with information and reported that Mary was attending class regularly and working hard.

When Mary arrived for her tutoring appointment, it became evident that her problems with mathematics had their origin in a severe case of math anxiety. Mary received tutoring and counseling at this first appointment. The coordinator scheduled her to come to the ESP office the following week for further tutoring. ESP also gave Mary a book bag at this first appointment, as she had a heavy load of books and school supplies to carry.

Mary missed her next scheduled appointment; she telephoned to report that she was working two shifts, was trying to keep up with her classes, and had not had time to come to ESP. Three days later, Mary's math instructor reported that although she had attended class regularly, Mary might need to drop the course. The instructor stated that although the tutoring session had helped Mary to understand the topics the instructor had suggested, Mary had fallen behind and did not appear to understand current materials. The instructor stated that Mary would probably not be able to pull up her grades sufficiently to pass the course with a C average. This was the average required to maintain current financial aid and to obtain future financial aid. The ESP coordinator processed paperwork to drop Mary from the course without getting an F.

Mary had no further class difficulties during her first and second quarters. She completed her remaining two first-quarter courses with B grades. She received the award for financial aid to cover full-time educational expenses for both quarters, spring and summer 1985. During her second quarter, ESP staff adjusted Mary's course load so that she could repeat the previously dropped mathematics course while taking only one other course. She received weekly tutoring from ESP staff, and she subsequently received a high B in mathematics. The other course taken during her second quarter was also completed successfully.

During Mary's second quarter, she was awarded further financial aid and accepted into the LPN program. ESP staff completed the financial aid paperwork for the fall and winter quarters of the new academic year. Based on an index of zero, Mary was awarded the maximum amount available to students attending her college. Shortly thereafter, she completed and passed her entrance interview for the LPN program. She reported to ESP that the interview board had stated that she might not be allowed to take the state certification examination because of her criminal record, but that this was not highly likely. Mary was elated that she had finally gained admission to the LPN program. As the LPN program was designed for full-time students, she insisted that she once again register for a full-time course load.

Mary began the LPN program during her third quarter at the college. During the first week of that quarter, ESP provided Mary with children's clothing and money to buy children's clothing. ESP utilized community resources to obtain these donations.

For the next three weeks of the quarter, Mary did not respond to efforts made by ESP staff to contact her. When she did finally respond, she stated that she was having difficulty with her anatomy class but thought she would "do all right." She refused offers of ESP staff to provide tutoring, stating that she wanted to "do it on my own." ESP did, however, make arrangements for Mary

to receive the balance of her financial aid award for the quarter in time to use the money to purchase a nurse's tunic and hat, items that were soon to be required. Mary noted that she already had uniforms from her present job that she would be able to use in her course work.

ESP staff called Mary several times and left telephone messages for her to return the calls, but Mary did not respond to these efforts to contact her. The coordinator then wrote Mary, requesting that she contact ESP; the letter noted that a carbon copy was being forwarded to her parole agent. Still, Mary did not respond. At that point, we posted a second letter stating that she would be dropped from the program if she did not contact the ESP office by a specific date. ESP staff made several other unsuccessful attempts to contact Mary by phone. When Mary still did not respond, we mailed a termination letter to her home address.

Upon receipt of the termination letter, Mary finally telephoned the ESP office and stated that she did not want to be dropped from the program; she had not had the time to telephone, she said, because she was both working and going to school. The program director informed her that she had all of the time in the world, twenty-four hours every day, and that she needed to prioritize the time that she had. Mary was then scheduled to come to the ESP office that afternoon for a progress check.

When Mary arrived at her appointment, she reported that she had a C average in two of her courses, but a D average in anatomy. Because she needed to receive a C or better to get program credits for her courses, and because the quarter was nearly over, it was necessary to revise her educational plan so that she could take anatomy a second time.

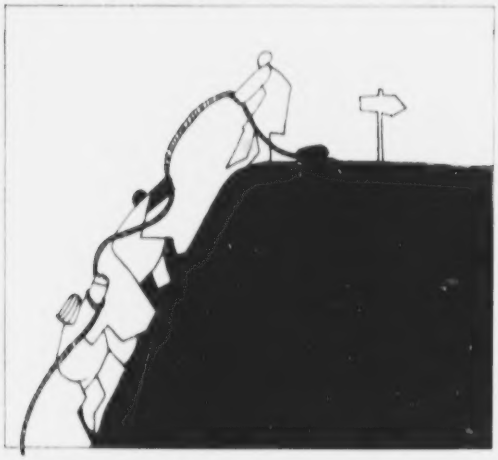
Mary was conditionally reinstated, and had begun her second quarter in the LPN program, when ESP was closed down. She was registered to repeat the anatomy course. Since it was not feasible for Mary to reduce her working hours, her course load was adjusted so that she would be more easily able to handle her studies. Yet without the tutoring and counseling support that ESP was providing, whether or not Mary will reach her educational and career goals is questionable.

RECOMMENDATIONS

To address the problems encountered in the one year of operation of this project, several modifications would be recommended. These recommended changes have been incorporated into the guide for replicating the program, presented in Chapters 2, 3, and 4. The most critical consideration in deciding whether or not to conduct a program similar to the South Carolina Educational Support Program is the level of commitment. This program cannot be a one-time, one-year operation and achieve any respectable level of success. The program was designed to take adult females functioning at levels as low as third grade and bring them up to a point of educational achievement where they can get and maintain employment well above poverty levels. The project was designed to address problems of low self-esteem, lack of or faulty decision-making skills, unfamiliarity with job-seeking skills, and inadequate life/coping skills such as parenting, health and hygiene, and money management. To

launch a project like the South Carolina Educational Support Program, it is essential at the onset that a long-term commitment be made, with a plan to continue the program for a minimum of three years. Without such a commitment, a great disservice is done to the women who are enrolled, given hope, and probably for the first time in their lives given a promise of support until they can get the education needed to allow them to move out of their hovels of poverty. To then drop them, a few short months later, and say, "Do not call us again," is to throw them back to a situation worse than when they started.

CHAPTER 2



SETTING UP AN EDUCATIONAL SUPPORT PROGRAM

INTRODUCTION

Although our Educational Support Program was for female offenders and parolees, this program was designed for and can be operated for any group of women who are disadvantaged by virtue of deficits or obstacles that are social, emotional, economic, or educational in nature. Thus, this program can serve a wide range of women, especially those lacking in education, job skills, and life/coping skills.

This chapter provides step-by-step directions for setting up an ESP, including the development of resources needed to run the program. Operational guidelines for conducting and evaluating such a program are given in Chapters 3 and 4.

Initial steps in setting up an ESP include developing a plan, developing an organizational structure, staffing the program, and developing procedures for maintaining accountability. Subsequent steps involve developing resources to be used in program operation and establishing cooperative joint-responsibility relationships with all agencies and organizations that are to work with ESP and its participants.

PLANNING

Setting up an overall plan enables ESP staff to take an ordered approach to program activities. It allows projections to be made regarding exactly what will and what will not be accomplished during the program's operation, thereby providing a built-in set of criteria for program evaluation. The plan includes a statement of philosophy and a set of goals, objectives, and activities. The philosophical statement provides a broad focus for the program and states the

assumptions that are made, while the goals, objectives, and activities define the specific ends to be achieved and the methods to be used to achieve them.

Philosophy

The underlying philosophy of an ESP is that disadvantaged women, given significant support, can make use of opportunities to improve their circumstances through education. This is a positive underlying philosophy emphasizing that these women, if given a chance, can become productive members of the society in which they live. It is built upon the assumptions that (a) there is a potential within each individual for both personal and career growth, and (b) if a proper environment is provided, individuals can move toward achieving this potential.

Goals, Objectives, and Activities

Within an ESP plan, the goals provide statements describing the three general ends to be achieved by the program: the education of participants, the provision of support services to participants, and job placement for participants. ESP should assist academically capable disadvantaged women to achieve success through attending educational programs. It should improve the self-concepts of its participants through counseling. It should provide job placement for participants when they complete their educational programs.

Objectives within the ESP plan should provide specific criteria for measuring whether or not the goals are achieved. They must be specific, measurable, attainable, pertinent, and observable (Ryan 1969) if they are to be used effectively in this manner.

Objectives related to educational programs should set standards by which attendance in educational programs can be termed successful. Separate objectives should be set for remedial/high school equivalency education, vocational/technical education, and two- and four-year college programs. If participants need to attend a developmental, refresher educational program prior to enrolling in the program leading to the achievement of career goals, completion of upper-level programs should not be set as initial objectives for ESP. Standards for lower programs should be in terms of program completion; standards for upper programs should be in terms of grade point average (GPA).

Objectives related to improving the self-concepts of participants should set standards by which self-concepts can be termed truly improved. These standards should be set forth objectively in terms of significant improvements between pretests and posttests on self-esteem or self-concepts.

Objectives related to job placement should set standards by which job placement following the completion of educational programs can be termed successful. These standards should be set forth as employment records showing earnings sufficient to provide support for self and dependents above the poverty level and without reliance on public assistance, and records showing that the employment obtained will be retained.

The activities in the ESP plan must take place during the course of meeting the specified goals and objectives. They should describe methods that will be used to meet the ends that are to be achieved.

Define goals, objectives, and activities to reflect the learner population's characteristics, the agency, and the setting. Set success rates according to realistic expectations for the particular group of women to be served. Success rates should be derived from previous research on the target group. The rates in the objectives in the sample plan on pages 21-25 are based on research on the retention and success rates for female offenders and ex-offenders.

SAMPLE ESP PLAN

Goal 1.0 To provide remedial/high school equivalency (GED) education, vocational/technical, postsecondary education, two-year college transfer degree program, and four-year college degree program to disadvantaged women who have a potential for academic growth, in order that these women can increase their educational achievement.

Objective 1.1 Fifty-five percent of the participants enrolled in a remedial/high school equivalency (GED) program will successfully complete the program as indicated by award of a certificate of completion and passing the GED high school equivalency test.

Activities

1.1.1 Develop GED program resources

1.1.2 Begin/maintain liaison with educational programs

1.1.3 Develop support services resources

1.1.4 Begin/maintain liaison with support services resources

1.1.5 Set up intake procedures

1.1.6 Screen/select participants for GED programs

1.1.7 Begin/maintain support services

1.1.8 Conduct pretests/verify plan to enroll in GED

1.1.9 Make application/arrange for financial aid

1.1.10 Assist with GED program enrollment

1.1.11 Assist with class enrollment/registration

1.1.12 Monitor educational progress of participants

1.1.13 Arrange/implement GED testing

1.1.14 Conduct posttests

1.1.15 Collect and record data

1.1.16 Analyze data/write reports

Objective 1.2 Fifty percent of the participants enrolled in a vocational/technical certificate program will complete the program successfully as indicated by qualification for the competency certificate determined by performance test of the skills required for the particular trade or technical area with a score of 70 percent or higher, and a GPA of 2.0 or higher.

Activities

1.2.1 Develop vocational/technical certificate program resources

1.2.2 Begin/maintain liaison with educational programs

1.2.3 Develop support services resources

1.2.4 Begin/maintain liaison with support services resources

1.2.5 Set up intake procedures

1.2.6 Screen/select participants for vocational/technical programs

1.2.7 Begin/maintain support services

1.2.8 Conduct pretests/verify plan to enroll in vocational/technical program

1.2.9 Make application/arrange for financial aid

1.2.10 Assist with vocational/technical program enrollment

1.2.11 Assist with class enrollment/registration

1.2.12 Monitor educational progress of participants

1.2.13 Conduct posttests

1.2.14 Collect and record data

1.2.15 Analyze data/write reports

Objective 1.3 Fifty percent of the participants enrolled in the two-year college transfer program or the four-year college degree program will maintain a GPA of 2.0 or higher.

Activities

1.3.1 Develop college program resources

1.3.2 Begin/maintain liaison with educational programs

1.3.3 Develop support services resources

1.3.4 Begin/maintain liaison with support services resources

1.3.5 Set up intake procedures

1.3.6 Screen/select participants for college programs

1.3.7 Begin/maintain support services

1.3.8 Conduct pretests/verify plan to enroll in college programs

1.3.9 Make application/arrange for financial aid

1.3.10 Assist with college program enrollment

1.3.11 Assist with class enrollment/registration

1.3.12 Monitor educational progress

1.3.13 Conduct posttests

1.3.14 Collect and record data

1.3.15 Analyze data/write reports

Goal 2.0 To provide intensive counseling to disadvantaged women, in order that these women can improve their self-concepts.

Objective 2.1 Sixty percent of the participants enrolled in this program will improve their self-concepts as measured by significant increase in scores on the Culture Free Self-Esteem Inventory (CF/SEI) from the time of enrollment in the program to completion of the program, and through self-reports.

Activities

2.1.1 Order tests

2.1.2 Develop support services resources

2.1.3 Begin/maintain liaison with support services resources

2.1.4 Screen participants for counseling plan

2.1.5 Establish positive, supportive environment

2.1.6 Begin/maintain support services

2.1.7 Conduct pretests/verify counseling plan

2.1.8 Establish/conduct individual and group counseling sessions

2.1.9 Monitor individual progress

2.1.10 Conduct posttests

2.1.11 Collect and record data

2.1.12 Analyze data/write reports

Objective 2.2 Fifty percent of the participants enrolled in the ESP will increase their self-assertiveness and self-fulfillment as measured by significant increase in scores on the Motivation Analysis Test (MAT) from the time of enrollment in the program to completion of the program, and through self-reports.

Activities

2.2.1 Order tests

2.2.2 Develop support services resources

2.2.3 Begin/maintain liaison with support services resources

2.2.4 Screen participants for counseling plan

2.2.5 Establish positive, supportive environment

2.2.6 Begin/maintain support services

2.2.7 Conduct pretests/verify counseling plan

2.2.8 Establish/conduct individual and group counseling sessions

2.2.9 Monitor individual progress

2.2.10 Conduct posttests

2.2.11 Collect and record data

2.2.12 Analyze data/write reports

Goal 3.0 To provide job placement and follow-through to disadvantaged women completing the educational program, in order that these women can gain and maintain employment to support themselves and their dependents.

Objective 3.1 Fifty percent of the participants completing the educational program will be employed in jobs in which their earnings are sufficient to maintain self and dependents without reliance on other sources of support, as measured by employment records and employer reports of earnings.

Activities

3.1.1 Develop/maintain job bank

3.1.2 Develop job placement resources

3.1.3 Begin/maintain liaison with job placement resources

3.1.4 Monitor participant total income

3.1.5 Provide training in job skills

3.1.6 Provide job placement for participants

3.1.7 Develop/maintain networking resources

3.1.8 Monitor employment records and reports of earnings of participants

3.1.9 Collect and record data

3.1.10 Analyze data/write reports

Objective 3.2 Fifty percent of the participants employed at the completion of their educational programs will maintain that employment for one year, as indicated by project monitoring and employer records of continuous satisfactory employment.

Activities

3.2.1 Monitor employment records

3.2.2 Maintain support services as necessary

3.2.3 Collect and record data

3.2.4 Analyze data/write reports

ORGANIZING

There are several reasons for defining the organizational system of an ESP. First, clearly defined organization facilitates smooth internal operation of the program. Second, it enables all involved with the program to get a picture of how the program fits into the surrounding community. Third, it enables each individual to perceive how his or her position fits into the overall program structure. And fourth, it allows line-staff relationships to function efficiently. To organize an ESP, determine the structure of the program and describe the jobs to be performed.

A good way to clarify the program's organizational structure is to create an organizational chart. A sample organizational chart for an ESP is provided in Figure 3.

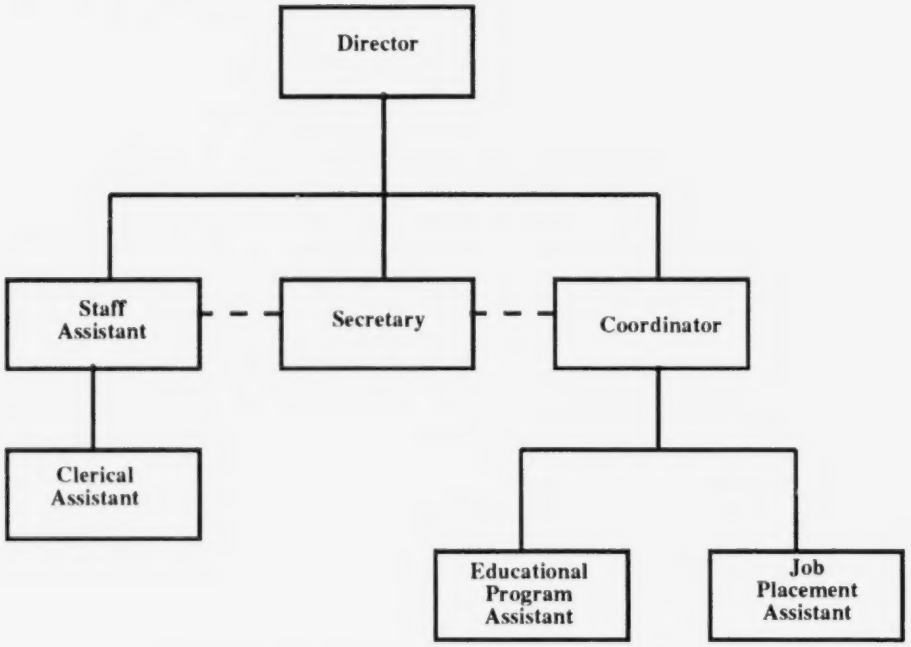


Figure 3. Sample Organizational Chart

Organizational Structure

The first step in developing an organizational structure is to examine the jobs required for the ESP to operate. Consider both the superiors of the project director and those in advisory roles, as these individuals will affect the way in which an ESP operates.

The second step is to examine the specifics of the plan to be implemented, in order to determine the number and types of necessary positions for meeting objectives successfully. In making this decision, consider all activities with respect to the setting in which the ESP is to operate. A seven-person model is described within this book. This is one model. The structure will vary with varying situations. It may be determined that a different number of staff positions is required.

The third step is to establish the chain of command and line-staff relationships within the organizational structure. On an organizational chart, indicate direct supervisory relationships with solid lines and advisory relationships with broken lines.

A centralized and vertical model of organizational structure promotes smooth and efficient functioning of an ESP and leaves little room for confusion in problem solving. Within a seven-person model, decision making is in the hands of the director. A staff assistant, a secretary, and the project coordinator are under the director's supervision. Two assistants report to the director through the project coordinator, and a clerical assistant reports to the director through the staff assistant.

Familiarize staff with the structure of the program. Do this by distributing organizational charts, showing all jobs and how they relate to one another.

Job Descriptions

Job descriptions for a seven-person model of an ESP can be found on pages 47-53 at the end of this chapter. These are sample descriptions. The number and nature of jobs will vary according to the specific characteristics of the target group, the implementing agency, and the setting of the program.

STAFFING

The basic purpose of the staffing process is to match individual qualifications to the qualifications required for a particular position. Staffing is implemented through recruitment, selection, and staff development. Because ESP is designed to operate within the structure of an existing agency or educational institution, needed personnel resources will probably be available. Emphasis should be placed on selection and staff development.

Recruitment

Recruitment procedures should comply with Affirmative Action and Equal Employment Opportunity guidelines. Standard personnel procedures for recruiting should be followed in staffing an ESP.

Selection

Once a pool of qualified individuals is available, selection should be accomplished primarily through screening applications and conducting interviews.

Staff Development

Staff development may be implemented through the use of staff meetings, which should be scheduled frequently during an ESP's initial stages. At these meetings it is important to place emphasis on familiarizing each staff member with the organizational structure of the program, the duties of each individual, and office procedures.

As the program begins operation, staff meetings should be scheduled weekly, lasting approximately thirty to forty-five minutes. This will allow each ESP staff member to continue to learn about the progress of the program and to address problems collectively.

At each meeting the project director should make opening comments, and each staff member should share accomplishments for the week with the group. Feedback or suggestions on current problems also could be requested. Each week a different staff member should make a short presentation to the group. The director should make closing comments. The meeting should adjourn with a short break for refreshments.

MAINTAINING ACCOUNTABILITY

In developing procedures to maintain accountability, a budget, a time schedule, and evaluation criteria should be implemented. The project director should

oversee these procedures. The staff assistant should implement accounting, financial reporting, and forecasting.

Budget

The ESP budget should allow expenditures for personnel, transportation, office supplies, educational materials such as tests and testing manuals, and printed materials used for tutoring and to teach study skills and job-seeking skills. The coordinator and/or the director should locate funds for expenses incurred by participants, such as educational program application fees, financial aid application fees, and other initial expenses arising prior to the official award of financial aid.

Time Schedule

To develop a time schedule, first establish deadlines for the completion of each activity listed in the plan. List report and evaluation deadlines, and work backward to establish completion dates for activities and tasks that must be accomplished by specified dates.

The time schedule should also reflect the beginning date for each activity and the chronological sequence of its occurrence. A bar graph is most useful for this purpose. A sample chart for first-year program activities included in the ESP plan is provided on pages 54 and 55 at the end of this chapter. Because posttesting procedures are implemented on a yearly basis, deadlines should be established for the collection of data prior to those activities. Time schedules for years subsequent to the first year will be approximately the same as the sample at the end of this chapter, but activities involved in setting up the program will be omitted.

Evaluation

Summative evaluation of the program should be conducted on a yearly basis. Do this by comparing actual achievements against the program goals and objectives.

Regularly monitor actual progress in comparison with planned progress toward goals and objectives. Implement formative evaluation procedures through monitoring records and prioritizing activities. When necessary, take corrective action by assigning temporary assistance to those conducting high-priority activities or by temporarily altering procedures in some way. If large discrepancies occur between actual progress and planned progress, the director may permanently alter the procedures that have been implemented.

Keep records on a daily, weekly, monthly, quarterly, and cumulative basis. Each set of records should build on those which have preceded it. Include in daily records reports of each task that is assigned and completed, records of participant accomplishments and appointments, records of phone calls made, and case histories for each participant. Include in weekly records a coordinator's report of activities, the activities of the educational program and job placement assistants, and the chronological sequence of activities conducted for each ESP participant. On a monthly basis, monitor participant progress and keep a tally sheet of referrals, enrollments, withdrawals, and placements. Use participant progress toward individual ESP plans in conjunction with tallied information to complete reports to referring agents, to the central referring office, and to other involved agencies or groups. Prepare a cumulative quarterly report based on monthly statistics.

Full descriptions of these records and the procedures involved in both formative and summative evaluation may be found in Chapter 4, "Evaluating an Educational Support Program."

DEVELOPING RESOURCES

The importance of developing linkages to community resources cannot be overemphasized. To be successful, a program like ESP must identify as many state, local, and federal resources as possible. Both public and private resources should be considered. The resources generally fall into three categories: education, support services, and job placement.

To develop resources, implement liaison activities to establish cooperative, joint-responsibility relationships. Avoid duplication of services while maintaining maximum benefits available to participants. The coordinator should perform the majority of the activities, but program assistants may aid with general resource development.

The process of developing resources for education, support services, and job placement, as well as examples of potential resources in each category, is presented in the next three sections of this chapter.

Educational Resources

Because the provision of education is a major goal of ESP, educational resources should be the first to be developed. The steps involved in the development of these resources are similar to those used for developing other resources, but the specifics of the process may vary.

Process

Six steps are taken to develop educational resources.

Step One: Locate Programs

Location of available educational programs for adults may be accomplished in a number of ways. One means of accomplishing this end is through contacting adult and continuing education divisions of local universities and programs sponsored by local school districts. These offices often have knowledge of both their own programs and other programs in the immediate vicinity, some of which might be privately sponsored or agency sponsored. Check the listing of schools in the yellow pages of the local telephone directory to locate these programs. Adult education programs sponsored by local school districts may not be listed separately, but information on these programs may be obtained through calling the local school district offices.

Include educational resources for participants at any level of education. Adult Basic Education (ABE), General Educational Development (GED) preparation, vocational/technical education, two-year college degree programs, and four-year college degree programs should be located. If they are available, high school diploma courses for adults should also be included as resources. These programs provide a regular diploma, rather than a high school equivalency

certificate, to participants upon successful completion, and they are particularly useful for students who have previously completed all but a few courses in high school.

ESP is designed to be a model that can be implemented either in its entirety or as discrete components. A community college would be able to provide GED and a two-year college curriculum, but not a four-year college education. A four-year college ordinarily would not have ABE, GED, or vocational programs. A human service agency, such as the Department of Social Services, would have no direct educational service delivery and would have to develop local resources.

Step Two: Gather Information

Telephone each program that you locate to obtain a general program description and to determine a contact person to subsequently interview for more specific information. If computer resources are available, use information management software to code, sort, and store information. If computer resources are not available, keep a log of the educational programs at each agency or institution and the population each program is designed to serve. Note any special admission requirements, where the program is located, and whether or not the program has continuous registration. Ask for the name of the program head or the admissions director, as these individuals are generally the best choices for contact persons. With any program, it is important to choose the contact person carefully, as he or she should have specific knowledge of as many aspects of the program as possible.

Step Three: Begin the Selection Process

It may become evident during the course of obtaining general program information that particular programs may not be useful for the proposed ESP participant population. For example, an ESP for adult female offenders would not address the needs of teenage offenders, as these individuals fall under the supervision of juvenile or family courts and would not be considered adults. With an adult population, educational programs designed specifically for teenagers would not be appropriate and should be eliminated from consideration as possible resources. It is desirable to limit the number of programs that ESP will work with directly, but in the initial phases of program resource development, it is advisable to gather general information on as many programs as possible. Eliminate only those programs which are absolutely inappropriate for the population or its needs.

Step Four: Conduct Interviews

Set an appointment with the contact person for each program to present the ESP as succinctly as possible. Be enthusiastic about the program, and answer any questions that might arise. Use a structured interview guide to obtain specific information about the educational program in question. A sample interview guide is included on pages 56-62 at the end of this chapter.

Determine a method of monitoring student progress. Although the ESP must be prepared to step in and deal with problems as soon as they occur, it is important to establish a cooperative, joint-responsibility relationship. It is also important to be careful that the method used to monitor student progress does not impose on the instructors, as their cooperation may greatly facilitate participant success.

At the conclusion of the interview, obtain any printed information that is available. Compare the printed information with that obtained in the interview, and make note of any discrepancies. Such discrepancies should be cleared up by telephone.

Step Five: Select Programs

Once structured interviews have been conducted, make the final selection of the programs that will be utilized. If computer resources are available, use information management software for coding, sorting, and storing information. If computer resources are not available, then for each program, manually record costs of attendance, availability of financial aid, program location, services available, program length, hours of instruction, and degree of receptiveness to the ESP. Criteria for selection should be tailored to the needs of the proposed participant population.

Limit the programs selected to only those which most fully meet anticipated participant needs. If possible, select at least one program at each level of education. Consider time and staff resources needed to establish working relationships with the programs involved. More than one program can be selected at each level, but the quality of the working relationship may suffer as the number of programs increases.

Step Six: Develop Complete Program Descriptions

Develop complete program descriptions to provide participants and referring agents with specific information about the programs of study. Institutions such as vocational/technical schools and four-year colleges have numerous programs of study leading to degrees and certificates. Obtain specific information for each program of study using an educational program description form. A sample form is included on pages 63-66 at the end of this chapter. Complete this form using the program information already obtained, the printed material obtained during the interview, and information obtained through telephone calls to department heads in various schools.

For each program, determine the information that the participant will need to bring to ESP so that program and financial aid applications can be completed. Items that many programs have in common can subsequently be included in the ESP intake form so that actual participant time involved in completing forms is kept to a minimum.

Potential Educational Resources

Following are resources that are generally available in most areas.

Adult Basic Education: Grades One through Eight

1. State and federal agency programs: Agencies such as the State Department of Education, the State Department of Vocational Rehabilitation, and federally funded Job Training and Partnership Act grant recipients may sponsor basic education programs. Participation in these programs is generally dependent upon meeting agency-specific criteria.

2. Literary council programs: These programs are designed to tutor reading on a one-to-one basis. They are tailored to help those who cannot read, or

those who want to learn English as a second language. Participation is generally free.

3. Army community services: These programs provide basic English for military personnel and their dependents. When there is space available, Department of Army civilians are accepted. Classes generally are free.

4. School district programs: Local school districts sponsor ABE programs through adult and community education offices. Classes generally are free.

5. Community center programs: These programs may be sponsored by a variety of organizations such as the Salvation Army or local churches. Participation is generally free.

6. Vocational center, technical college, college, and university continuing education center programs: Centers of these types may offer ABE courses. They often have access to information on other area educational resources as well.

GED/High School Diploma: Grades Nine through Twelve

1. State and federal agency programs: Agencies such as the State Department of Education, the State Department of Vocational Rehabilitation, and federally funded Job Training and Partnership Act grant recipients may sponsor high school level programs. Participation in these programs is generally dependent upon meeting agency-specific criteria.

2. School district programs: Local school districts sponsor high school level programs through adult and community education offices. High school diploma programs will generally be available through this resource. There is usually a small charge for course work at this level.

3. Community center programs: These programs may be sponsored by a variety of organizations such as the Salvation Army or local churches. There may be a small fee for course work in these programs, but it is likely that fees can be waived for those with low incomes.

4. Vocational center, technical college, college, and university continuing education center programs: Centers of these types may offer high school level courses, generally in the form of GED preparation. Course work may take the form of classes or correspondence study. Fees for high school level course work through these centers are generally higher than those for course work through other programs.

Vocational/Technical Education

1. Community college/technical college programs: Both one-year certificate program and two-year degree vocational/technical education programs are available through this resource. Shorter programs are also available, but they are generally intended to provide continuing education for individuals already possessing job skills in a particular area. Tuition and application fees vary, and there are often additional charges for equipment, uniforms, and other supplies needed during completion of course work.

2. Schools with a special academic emphasis: These programs provide vocational/technical education in a specific area such as computer science,

cosmetology, medical technology, or word processing. A high school diploma may not be necessary for admission in some training areas. Programs are generally at least one year in length. Short programs for those with no job skills are available through this resource, but they generally do not provide sufficient training for participants to obtain employment in positions paying more than minimum wage. Tuition and application fees vary, and there are often additional charges for equipment, uniforms, and other supplies needed during completion of course work.

3. State and federal agency programs: Agencies such as the State Department of Vocational Rehabilitation and federally funded Job Training and Partnership grant recipients sponsor vocational/technical education programs. Participation in these programs is generally dependent upon meeting agency-specific criteria.

4. Junior college programs: These institutions generally offer a variety of programs similar to those offered by schools with a special academic emphasis. A high school diploma is generally required for vocational/technical education courses offered. Tuition and admission fees vary, and there are often additional charges for equipment, uniforms, and other supplies needed during completion of course work.

5. College and university continuing education center programs: Centers of these types offer courses intended to further education already completed. Course work may be offered in the form of classes, correspondence study, or telecommunications instruction. Credit and noncredit courses are available. Tuition and admission fees vary.

6. School district programs: Local school districts sponsor vocational/technical education programs through adult and community education offices. Courses are offered for skills development in a variety of areas, based on the interests and needs of the community through the use of facilities available. Fees vary and are generally charged separately for each course.

7. Apprenticeship programs: These programs provide on-the-job training with related classroom instruction. They are generally two to four years in length. Information on local apprenticeship programs can be obtained through the U.S. Department of Labor, Bureau of Apprenticeship and Training.

Two-Year College Transfer and Four-Year College Programs

1. Community college programs: Institutions of this type offer courses that meet general education requirements for most programs of study at four-year colleges and universities. A standard curriculum leading to a two-year degree is often available, but care should be taken to ensure that all recommended courses will transfer to a particular program of study at the college or university to be subsequently attended. Tuition is generally lower at these institutions than at four-year colleges and universities.

2. Four-year college programs: Courses of study at these institutions may be offered in the form of classes, correspondence study, and telecommunications instruction. Special provisions for weekend and evening classes may also be available. In addition, special programs for

particular populations, such as returning adults or disabled students, may be provided.

Support Services Resources

Anticipate the needs of the participant population related to enrollment in selected educational programs. Balance these needs against support services directly provided by ESP and support services directly provided by the educational programs. For any remaining needs, additional resources must be developed.

Emphasize the development of support services during the initial phases of the ESP, but remember that it is an ongoing process that takes place as long as the ESP is in operation. As new needs of participants arise, new resources must be developed to meet those needs.

Initially develop resources to address participants' needs for child care, transportation, various social services, and financial aid to educational programs. Become familiar with and develop working relationships with other agencies to which referrals might be made. These will include agencies that provide social services, medical care, housing assistance, and specialized counseling and mental health care.

In the development of these resources, follow a pattern similar to that used for the development of educational program resources. Remember that each resource for support services helps ESP to aid its participants.

Child Care

Many participants have responsibilities for dependent children. Many are also single parents. This means that while the mothers are in school, child care must be provided. ESP participants may lack the funds to pay for this service. When they do, ESP must develop child-care resources that are available at little or no cost. These resources generally fall into the categories of baby-sitting and licensed child-care centers. Baby-sitting pools may be appropriate for some populations of ESP participants.

Further information on child care can be found in *Your Money and Your Life: Financial Planning for Low-Income Working Women*. This publication is available through the Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

Process

Locate the types of child-care services that are available in the ESP's area of operation. Initially, the location of baby-sitters may be difficult. Until participants are formally enrolled in the ESP, it is not possible to consider the women's home addresses in the locating process. Check with local churches, schools, and the local telephone directory to locate lists of baby-sitters or baby-sitting services willing to serve in several areas. Check with service clubs and organizations to locate volunteer programs. Find out the location of licensed child-care centers by consulting the local telephone directory. Limit the tasks of resource development by concentrating on those centers which are located near the selected educational programs. Although licensed centers with fees based on income may be located through contacting local social service agencies, these centers often have waiting lists and are not available as immediate resources. In addition, centers located in churches may have scholarship programs available, but often they, too, have waiting lists for scholarship openings.

Gather information on potential resources. In the case of baby-sitting services, obtain general information on baby-sitters' qualifications over the telephone. It is not likely that specific information on each individual sitter will be available. Make sure that ESP participants can be appropriately informed as to exactly what is known about the service in question. In the case of child-care centers, obtain initial information using a structured interview guide. A sample guide was designed to elicit information on the specific types, quality, and cost of care at child-care centers. A guide may be used during a telephone interview, but if this approach is taken, make a personal inspection of the facilities in question at a later date to verify obtained information. A sample form is included on pages 67-70 at the end of this chapter. Complete this form initially using information obtained by phone; then fill in additional details on site visit.

If computer resources are available, code, sort, and store information using information management software. If they are not available, manually record the cost, location, age groups served, services provided, length of the waiting list, and any special criteria that must be met for enrollment, such as geographic location of the child's home.

Begin the selection process by eliminating those programs which are inappropriate for the population or its needs. For example, programs with extremely long waiting lists generally should be eliminated. If ESP participants are forced to wait long periods of time to begin their educational programs, the women will often lose interest in school altogether and drop out of the ESP.

Make at least one site visit to each center considered appropriate for the proposed population. Inspect all sections of the center, including classrooms, playgrounds, kitchen, and bathrooms. Check each section for adequate size, cleanliness, and safety.

Make the final selection of programs based on the quality of care. Verify that child-care centers are licensed by the state in which they are located to ensure that the care meets established quality standards. If, on inspection, a facility appears to be understaffed, overcrowded, or below sanitation and health standards, or if the quality of care is in question in any way, eliminate that center from the list of possible resources.

Complete program descriptions of all available resources so that participants can implement their own standards for selection. For easy reference, cross-index the list of child-care facilities and baby-sitters by area served and costs. This may help to facilitate the participants' choices of resources best suited to their own needs.

Potential Resources

1. Privately operated day-care centers: These centers are generally the most expensive, but some will have special fee scales based on income or discounts for families with more than one child. They often provide programs for after-school care in addition to regular day-care, and they may provide transportation to and from schools in the area. Most operate only during the day and have no provision for night care.

2. Church-operated day-care centers: These centers generally provide services similar to those offered by privately operated day-care centers, but they are more likely to make provision for fees based on income. Scholarship funds may be available.

3. Agency-sponsored day-care centers: Child care at these centers is dependent upon meeting agency-specific criteria for enrollment. Services are usually at low or no cost, but these centers often have extremely long waiting lists. Privately operated day-care centers may have contracts with social service agencies for federal funding--through Title XX or the Work Incentive Program--for children of families meeting income guidelines, but the number of day-care openings of this type is generally limited.

4. School-operated day-care centers: After-school care may be available on the grounds of local schools. Child-care centers may also be operated by colleges or other schools for the children of their students. These programs are generally less expensive than privately operated centers.

5. Community centers: Day-care offered through community centers is generally in the form of after-school programs. Fees for participation are generally less than those charged by day-care centers.

6. Junior high schools, senior high schools, and colleges: These institutions may coordinate baby-sitting services provided by students. Check with the offices of local schools for possible lists of sitters. Lists of sitters at the college level will most likely be obtained through the office providing services to off-campus students.

7. Churches: Church youth and women's groups may coordinate baby-sitting services provided by their members. Check with church offices for information. Lists of sitters may be available.

8. Service clubs and organizations: These groups provide services to particular populations. Even if they do not provide day-care, they often have access to referral information for child-care centers in the area that meet special needs of particular populations.

Transportation

Transportation to and from classes will be a problem for many ESP participants. Most cannot afford cars of their own, and they may or may not have them available through friends and relatives. ESP must therefore develop transportation resources.

Process

Locate and gather information on the available types of public transportation and transportation assistance within the ESP's area of operation. Contact public transportation offices to get specific information on fares and hours of availability. Ask if there are programs available for reduced fares for students. Ask if they know of any service clubs or organizations that provide assistance in paying fares. Obtain copies of schedules and route maps in sufficient numbers to provide participants with one of each. The offices may be willing to mail these items to the ESP; if not, pick them up in person.

Conduct interviews with each possible resource suggested by the public transportation office. Use a structured interview guide. A sample guide for special groups and agencies is included on pages 71-72 at the end of this chapter. Exclude from further consideration any resources that will not be appropriate for the proposed ESP population. Transportation assistance resources may be available in the form of money for fares or volunteer chauffeur programs, but these resources generally serve specific populations.

Check through schedules and route maps to locate the routes that will come closest to the locations of the ESP and the selected educational programs. Devise at least one method of transportation other than the use of a personal car for getting to and from each location.

Potential Resources

1. Public transportation: Although public transportation is not available in all areas, it will most likely be available in areas with sufficient educational resources to implement an ESP.

2. Volunteer chauffeur programs: Community service clubs and organizations may provide transportation assistance for certain specific populations or for certain types of trips when other transportation is not available. If this resource is used, be sure to verify driver availability as far ahead of time as possible. Drivers may not be immediately available.

3. Service clubs and organizations: These groups may be able to provide assistance in paying fares on public transportation to and from classes.

4. Businesses: In the name of community service, local businesses may be willing to provide assistance in paying fares on public transportation to and from classes.

5. Carpool: Although this resource is potentially useful with some ESP populations, it has several rather serious drawbacks. Cars owned by economically disadvantaged women are often not dependable, and a problem with one car in the group affects several individuals. ESP participants often do not have telephones, and it is difficult or impossible for carpool members

to contact one another if their cars should break down. If carpools are implemented, make sure that each participant has access to an alternate means of transportation, and be sure that some means of contact is possible between all carpool members.

Social Services

Some participant needs--such as for general social services, medical care, food stamps, housing, and intensive mental health care--cannot be met directly by the ESP. However, they must be addressed if educational programs are to be completed successfully. For this reason, an ESP must develop resources to which referrals can be made when such needs arise.

Process

Using participant characteristics as a guide, anticipate general social services needs that might have an effect on the women's ability to complete their educational programs. List the types of resources that will have to be developed to meet those needs.

Locate resources and gather general information by telephone. State government listings, city government listings, and the yellow pages of the local telephone directory are good places to start. Check with government agencies and privately funded service organizations. During each contact, describe the particular participant need that is anticipated, and ask if that particular agency or organization can provide assistance in meeting the need. If they can assist, determine a contact person. If they cannot, ask for a referral to another group that might be able to help.

Conduct a structured interview with the contact person for each potential resource. Use a structured interview guide. A sample guide for special groups and agencies is included on pages 71 and 72 at the end of this chapter. Attempt to establish a cooperative, joint-responsibility relationship, and specify exactly which services will be provided by the resource organization and which will be provided by the ESP.

Use the specific information obtained in the interview to make a final selection of referral resources. Include all agencies and organizations with which a service agreement has been reached. Send a letter to each contact person listing the agreement regarding service provision and expressing appreciation for his or her cooperation.

Potential Resources

1. State agencies: These resources will include agencies such as the Department of Vocational Rehabilitation, the Department of Social Services, the Department of Mental Health, the Department of Public Health, and the Housing Authority. Both local and state levels of these agencies can be useful. Local offices can provide direct services. State offices can generally provide referrals to both public and private local resources to meet specific needs.

2. Private organizations: The category of social service organizations in the yellow pages of the local telephone directory will contain numerous listings

that might be useful as resources. These organizations are generally set up to address specific needs or to assist particular populations. Use the target population's characteristics to select those which are most relevant.

3. Medical organizations: To meet participants' medical needs, check with local medical society offices for possible referrals. Also check with hospitals, medical clinics, and dental clinics.

4. Civic clubs: These organizations may be able to perform a community service through providing funds or direct services to meet specific participant needs.

5. Churches: These organizations may be able to provide funds or direct services to meet participant needs. Contact the local denominational headquarters, and follow through by contacting individual churches.

Financial Aid

In developing resources for financial aid, funding must be located for both tuition and educational program-related expenses. Scholarships and federal financial aid programs can generally be used to cover tuition expenses. Application fees, transcript fees, entrance examination fees, tools, uniforms, and educational supplies required for particular classes may require additional funding resources. A list of publications that might be useful in completing these activities can be found in Appendix A, "Publications to Assist in Locating and Processing Financial Aid."

Process

Locate possible resources, gather information, and establish a contact person by telephone. The financial aid offices of the educational institutions that are to work with the ESP are good places to start. If a school does not have a financial aid office, contact the admissions office for information on how educational expenses incurred may be covered through financial aid. If financial aid is not normally available for a particular program or for any of its related expenses, it may be necessary to locate other funding sources in the community. Check with government agencies, businesses, and privately funded service organizations. During each contact, describe the particular expense for which funding is needed, and ask if that particular agency or organization can provide assistance. If the organization can assist, determine a contact person. If not, ask for a referral to another group that might be able to help, and then follow through. Make personal contacts as necessary to establish working relationships.

Some programs may be inappropriate for meeting the needs of ESP participants. These should be excluded from further consideration. Use the target population's characteristics to make this determination. Take care not to exclude programs that may serve some but not all ESP participants.

For each educational program that is to work with the ESP, determine and list exactly how all educational expenses incurred by participants will be paid. If possible, locate several options for payment of each expense. When

participants do not qualify for financial aid under one program, they may be eligible for assistance from another.

Potential Resources

1. Federal financial aid: The federal government basically provides three sources of funding for educational program attendance: grants, college work-study, and low-interest loans available to both students and parents of students. Because the ESP population is disadvantaged and many will be in debt, the ESP should attempt to use only grants and work-study. Neither of these funding resources is required to be repaid.

   Federal financial aid programs will cover tuition at most colleges and universities, but they will not cover program entry fees or fees incurred for GED or ABE programs. Based on the amount of the award, they may or may not cover other expenses related to attendance, such as book costs. They may or may not cover tuition at vocational schools such as schools of cosmetology.

   Federal grants are awarded on a needs basis. Make application for Pell Grants first. Supplemental Educational Opportunity Grants are available for those whose needs cannot be met sufficiently by a Pell Grant award. Applications request information on the income of the student and in some cases the income of spouses and parents. This information is then used by the application processing center to determine an index of student need for financial assistance. The index is used by the financial aid office at the educational institution to determine exactly what the amount of the award will be. Specific costs for attendance at a particular educational institution are taken into account when the award is calculated. When granted, the award will be made for one academic year. Therefore, new applications must be submitted and a needs assessment processed on a yearly basis.

2. State financial aid: State tuition grants may be available to supplement federal financial aid. Check with the State Department of Education to determine whether or not these grants are awarded and to obtain a list of the criteria that must be met to receive a grant of this type. There may be state-supported scholarships as well.

3. Fee waivers: This source of financial aid is most useful for a payment of application and entrance examination fees. It may also be useful for testing fees. Generally, pursue this type of resource when the dollar amount involved is small. The smaller the fee, the more likely that a fee waiver will be granted.

   To request a fee waiver, determine the number of participants who must pay the fee in question. Meet with the head of the educational institution, present the ESP, explain the needs of participants, and make a request for assistance. Do not insist that a decision be made during the meeting. Make arrangements to contact the program head at a later date regarding the final decision.

   Certain specific procedures may be necessary for the processing of fee waivers. Follow these procedures closely in submitting requests for a fee waiver.

4. Scholarships: There are numerous scholarships available that may be utilized for ESP participants. Some are based on financial need, but others are based solely on academic merit. Application deadlines for these awards are often months in advance of course registration dates. Check with the financial aid offices of the selected educational programs for information on applicable scholarships. The publications listed in Appendix A, "Publications to Assist in Locating and Processing Financial Aid," may provide additional information.

5. Community funding sources: Community funding sources will be needed for payment of fees that cannot be waived and for other educational expenses not covered by federal financial aid. It may be necessary to develop alternate funding for tuition for those individuals who may not qualify for federal grants. This will most often occur in the case of students who have previously lived at home but are no longer doing so. Parental income information on these students is required for federal aid applications, and the ESP may or may not be able to obtain parental cooperation in obtaining this information. Local businesses, service clubs and organizations, and churches may be able to provide this type of funding.

Job Placement Resources

Although job placement by the ESP is scheduled to occur after participants complete their educational programs, the need for placement will occur long before that time with many disadvantaged women. For this reason, it is important to develop resources during the initial phases of an ESP and to continue to add resources until the last participant is placed.

Many ESP participants will initially lack both job skills and the skills necessary to search for a job. The ESP must make training available in the methods of preparation of resumes, locating the positions, the completion of applications, and the skills of interviewing. A good time to implement direct service activities to teach these skills is during scheduled group counseling sessions, but do not overlook specialized educational programs that may both teach these skills and provide job placement for certain types of work.

Develop resources to help participants learn job skills and resources to place participants. The most effective combination of resources occurs when the ESP is able to provide these services both directly and indirectly to its participants.

Further information that may be useful in both teaching job skills and placing ESP participants can be found in the publications listed in the Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

Process

The process of developing direct service placement within an ESP requires developing and implementing a job search skills program, direct job placement, and networking placement. The process of developing indirect placement follows a pattern that is similar to the development of other resources and uses job placement offices in the community.

Job Search Skills Program

This program should cover a variety of topics related to job search skills, such as proper interview attire, interview conduct, the writing of resumes and cover letters, the completion of employment applications, direct employer contact, job placement offices, and placement through networking. Develop the program to address the needs of the ESP population.

Locate materials to use with each topic. Include as many types of instructional media as possible. Filmstrips, printed information, and exercises for group activities are useful. Audiovisual materials can be purchased through catalogs or rented; local public libraries, college libraries, and media departments of local schools and colleges may allow all types of needed materials to be checked out with no charge.

Develop supplemental materials and activities as necessary to be sure that needs specific to the ESP population are addressed. For example, when the ESP population is made up of female offenders, a topic of specific importance involves how to deal with presenting previous criminal offenses on employment applications and in interviews with prospective employers.

Use the materials located to develop specific lesson plans. Include the lesson title, time frame, target population, number of participants, space requirements, performance objectives for the lesson, evaluation procedures for the lesson, methods of presentation, equipment and supplies needed, student materials needed, instructor materials needed, and a step-by-step presentation guide.

Develop a schedule for presentation of the lessons, and make any necessary arrangements to be sure that materials will be available when needed. Materials to be checked out from libraries or school and university media departments can often be reserved in advance for specific dates.

Direct Job Placement

Prior to the referral of participants to the ESP, begin to develop a job bank to be used in placing participants through direct employer contact. Concentrate at first on locating unskilled positions that participants could hold before completing their education. Monitor the local newspapers, and maintain a card file, using the help-wanted section. For each potential position, list the title, date of availability, required duties, required employee characteristics, required level of experience, and contact person. Research positions by telephone when newspaper ads do not provide specific information.

As participants advance in their educational programs, update the job bank to include positions that are semiskilled. Consider the career goals of enrolled participants, and whenever possible, try to locate positions that will help participants to move closer toward achieving those goals.

As participants begin to complete their educational programs, update the job bank to include skilled positions.

Placement through Networking

Establish a network of skilled and experienced individuals willing to help ESP participants make the transition into the working world. Use participants' career goals to guide the selection of networking resources.

Keep a list of individuals willing to serve in this capacity, and maintain periodic contact with each resource person listed. In addition to being able to provide advice, support, and encouragement to participants seeking employment in their particular skill areas, these individuals will often be able to provide information on employment opportunities for participants. By the time a participant completes his or her educational program, there will be a network of resource persons to assist with placement.

Job Placement Offices

ESP may indirectly provide job placement services to its participants through utilizing the services of existing job placement offices. To develop these resources, follow essentially the same procedures as those used for the development of other resources.

Locate job placement offices in the ESP's area of operation. It is quite possible that offices of this type will be located within other resources already established, such as educational institutions and social service agencies. The State Department of Employment Security/Job Services and privately owned placement agencies should be accessible in most metropolitan areas.

Gather general information by telephone on the services provided by each office. List the clientele served, the type of assistance provided, and the cost of obtaining the assistance. Determine a contact person from whom specific information can be obtained.

Using the target population's characteristics as a guide, make an initial selection from the resources available. If at all possible, avoid offices requiring fees for placement.

Conduct an interview with the contact person for each selected office. Present the ESP and gather specific information by using a structured interview guide. A sample guide for special groups and agencies is included on pages 71-72 at the end of this chapter. Begin to establish a cooperative, joint-responsibility relationship.

Make the final selection of placement offices to work with the ESP. Maintain contact both by telephone and in person as necessary.

Potential Resources

Job Search Skills

1. Libraries: These institutions are often able to provide resources in the form of both printed and audiovisual materials. Check the card catalog, any relevant indexes of periodicals, and listings of audiovisual materials. Screen available materials, and select those appropriate for the intended lesson plans.

2. School and university media departments: These offices are often able to provide filmstrips, tapes, and other audiovisual resources that can be used with lesson plans. Check listings of available materials, and screen those which look appropriate before making a final selection.

   Several means may be used to gain access to these materials. If the school makes provision for use of materials by external agencies, follow whatever procedures are required. If the school does not make this provision, it may be possible to gain access through the educational program contact. If a contact has not been established, this should be done, and the participants' needs related to the development of job search skills should be described.

3. Placement, career counseling, and guidance offices of local schools: These offices often conduct job search skills workshops for their own clientele. They may be willing to lend materials for use with ESP job search skills training for those not enrolled at their institutions. These offices will generally be able to make referrals to other agencies and organizations at which further resources may be located.

4. State agencies: The state departments of Vocational Rehabilitation, Social Services, and Employment Security/Job Services may be able to provide resources for use in teaching job search skills. Check with agency contacts already established to see if materials are available. Follow required procedures to gain access to materials.

5. Commercial publishing companies: If funds are available, many instructional materials can be ordered from these resources.

Direct Job Placement

1. Local newspapers: The help-wanted section of local newspapers is particularly useful for locating unskilled and semiskilled positions for the job bank.

2. State Department of Employment Security/Job Services: These offices maintain job bank information that is available to the general public. Selected information from this listing may be incorporated into the ESP job bank and periodically updated.

3. School and university placement offices: These offices maintain job bank information and may be willing to share information with the ESP. However, there is often a stipulation that shared information can be provided only to students that the particular office is intended to serve.

4. Networking resource persons: Once these resource persons are located, maintaining contact with them will often result in receiving information that can be added to the job bank.

Placement through Networking

1. ESP resource contact persons: Contact persons established during the development of support services resources may also be willing to serve in a networking capacity for ESP participants.

2. Participants placed by ESP: These individuals are often able to provide information on openings at their place of employment. They are also often sympathetic to the needs of other ESP participants, and therefore are likely to provide any possible assistance.

3. Businesses: Administrators of local businesses may be willing to serve in a networking capacity for ESP participants.

4. Service clubs and organizations: These groups often have members from various occupations who may be willing to serve in a networking capacity for ESP and its participants. As a starting point, utilize contact persons already established, or contact the head of an organization for which a contact person has not yet been established.

5. Referrals: Follow through on all referrals received while establishing networking resources. Each contact that is made increases the chances of finding another resource person to assist ESP participants.

Job Placement Offices

1. Educational institutions: High schools, community colleges, vocational/technical schools, and universities often have placement offices intended to serve their respective student populations. These offices are often specially equipped to place individuals completing specific programs of study. They may even collect applications and perform initial screening procedures for various local businesses.

2. State agencies: The Work Incentive Program for disadvantaged women, operated through the State Department of Social Services, may be able to assist with job placement for ESP participants who are on welfare. The State Department of Employment Security/Job Services may also be able to provide assistance.

3. Private agencies: Privately sponsored placement agencies often provide services for a fee. It is possible, however, to develop a working agreement to obtain limited assistance for ESP participants in the name of community service.

4. Temporary placement agencies: These agencies are not intended to place workers in permanent positions, but employers often use their services to screen individuals. Using temporary placement, the employer is able to test the skills of the worker for a short period of time. The temporary placement may lead to permanent employment if the workers' skills prove to be sufficient. Temporary agencies can often place unskilled, semiskilled, and even skilled workers. They can often provide placement in a much shorter time period than other types of placement agencies.

SETTING UP INTAKE AND REFERRAL PROCEDURES

Present the ESP in its entirety to the persons in the agencies at which referrals of prospective participants will be made. There are two steps to this process: preparing the presentation and presenting the program.

Preparing the Presentation

Prepare a description of the ESP that will present the program as succinctly and enthusiastically as possible. List the resources that will be utilized, and prepare short descriptions of each resource. Develop both brochures and flowcharts that graphically describe the process implemented in the ESP. Anticipate questions that might arise, and be prepared to answer them.

Presenting the Program

There are five steps in making the presentation at each referring resource.

Step One: Present the ESP
Using brochures, flowcharts, and lists of resources, describe the purpose of the ESP and how it will operate.

Step Two: Answer Questions
Ask for questions and answer them as completely as possible.

Step Three: Propose the Referral Method
Use referral and intake forms (see Chapter 3) to propose the referral method, and reach an agreement as to how the referral process will operate. If suggestions are made regarding alterations to the referral forms, implement the suggestions wherever possible.

Step Four: Establish a Contact Person
Establish a contact person so that liaison activities can begin efficiently.

Step Five: Set Up a Reporting Schedule
Agree on a workable reporting schedule.

REVIEW

This chapter has discussed the activities involved in setting up an ESP prior to receiving referrals and beginning operation. The procedures involved in operating an ESP are described in Chapter 3.

SAMPLE JOB DESCRIPTION

Job Title: Project Director

Function: The project director is responsible for developing and implementing all management functions within the ESP.

Examples of Work Performed:

1. Develops and implements a plan.
2. Develops and implements an organizational structure.
3. Performs all staffing procedures.
4. Develops and implements procedures for maintaining accountability.
5. Conducts intake interviews.
6. Develops tentative ESP plans for participants and approves changes to those plans.

Required Knowledge, Skills, and Abilities: The director should be experienced in all aspects of program management. He or she should be experienced in the provision of educational, career, and personal counseling to disadvantaged women.

Necessary Special Requirements: The director should be familiar with the educational, support services, and job placement resources available in the ESP's area of operation. He or she should be familiar with the procedures necessary to develop liaison between those resources and ESP.

Minimum Training and Experience: The director should possess education and/or experience in counseling, social work, or a related field. He or she should have at least five years' experience in program management.

SAMPLE JOB DESCRIPTION

Job Title: Project Coordinator

Function: The project coordinator provides liaison between ESP, ESP participants, external agencies, and educational institutions. He or she also oversees and coordinates direct services to participants.

Examples of Work Performed:

1. Makes personal contacts required for resource development, job placement for participants, and participant enrollment procedures.
2. Contacts instructors and monitors participant progress.
3. Completes and monitors processing of all paperwork required for participant financial aid and enrollment in educational programs.
4. Reports participant income changes to public assistance and financial aid agencies.
5. Processes registration and financial aid for testing.
6. Processes participant withdrawal from classes or educational programs.
7. Works with assistants to develop and implement workable solutions to participant problems as they arise.
8. Oversees the activities of the assistants.
9. Performs related duties as required.

Required Knowledge, Skills, and Abilities: The coordinator must be knowledgeable in the areas of liaison activities, academic enrollment procedures, processing of financial aid, and educational, career, and personal counseling. He or she should possess excellent communication skills and problem-solving activities.

Necessary Special Requirements: The coordinator must be prepared to demonstrate to participants that it is possible to improve one's life through education.

Minimum Training and Experience: The coordinator should possess education and experience in counseling, social work, or a related field.

SAMPLE JOB DESCRIPTION

Job Title: Educational Program Assistant

Function: The educational program assistant functions primarily to provide direct services related to participants' successful completion of educational programs.

Examples of Work Performed:

1. Assists the coordinator in the development of educational resources.
2. Conducts educational and personality testing.
3. Submits recommendations for changes in participants' educational and personal counseling plans to the director.
4. Develops and provides an educational counseling program.
5. Develops and provides a personal counseling program.
6. Monitors the progress of ESP participants toward their educational and personal counseling goals.
7. Completes scheduling of program entry and GED tests.
8. Develops and implements a tutoring program.
9. Performs related duties as required.

Required Knowledge, Skills, and Abilities: The educational program assistant should be knowledgeable in the areas of educational testing and counseling. He or she should possess excellent communication skills and average typing skills. He or she must possess the ability to maintain the confidentiality of activities with ESP participants.

Necessary Special Requirements: The educational program assistant should be prepared to demonstrate enthusiasm for and commitment to education.

Minimum Training and Experience: The educational program assistant should possess an undergraduate degree in counseling, education, or a related field. He or she should have completed graduate-level courses in testing and measurement and in counseling.

SAMPLE JOB DESCRIPTION

Job Title: Job Placement Assistant

Function: The job placement assistant functions primarily to provide direct services related to the successful job placement of participants.

Examples of Work Performed:

1. Assists the coordinator in the development of job placement resources; develops and maintains a job bank; develops and maintains a card file on networking resources.
2. Conducts career and personality testing.
3. Submits recommendations for changes in participants' career and personal counseling plans to the director.
4. Develops and provides a career counseling program.
5. Develops and provides a personal counseling program.
6. Monitors the progress of ESP participants toward their career and personal counseling goals.
7. Provides job placement for participants.
8. Monitors participant income and attendance following placement.
9. Performs related duties as required.

Required Knowledge, Skills and Abilities: The job placement assistant should be knowledgeable in the areas of career testing and counseling. He or she should possess excellent communication skills and average typing skills. He or she must possess the ability to maintain the confidentiality of activities with ESP participants.

Necessary Special Requirements: The job placement assistant should be prepared to demonstrate enthusiasm for and commitment to education.

Minimum Training and Experience: The job placement assistant should possess an undergraduate degree in counseling, psychology, or a related field. He or she should have completed graduate-level courses in testing and measurement and in personnel and guidance.

SAMPLE JOB DESCRIPTION

Job Title: Staff Assistant

Function: The staff assistant serves as office manager. In the coordinator's absence, the staff assistant acts as liaison between the program assistants and the project director.

Examples of Work Performed:

1. Schedules all appointments for the project director.
2. Places and screens calls for the director.
3. Serves as receptionist for all visitors to the director's office.
4. Performs all accounting, financial reporting, and forecasting.
5. Creates and maintains agency files; prepares agency-related correspondence as assigned by the project director.
6. Orders office equipment and supplies.
7. Places orders for equipment repair.
8. Plans, assigns, and reviews tasks for assistants.
9. Handles all personnel matters.
10. Performs related duties as required.

Required Knowledge, Skills, and Abilities: The staff assistant should be knowledgeable in all aspects of office management and the use and care of office equipment. He or she should possess excellent accounting, word-processing, and supervision skills, and should be able to work well with others. He or she should be able to work independently.

Necessary Special Requirements: The staff assistant should be prepared to demonstrate enthusiasm for and commitment to education.

Minimum Training and Experience: The staff assistant should possess an associate degree in secretarial science and three years of office experience, of which at least one year was in a supervisory capacity.

SAMPLE JOB DESCRIPTION

Job Title: Secretary

Function: The secretary functions to perform the clerical tasks related to the direct services operations of the ESP.

Examples of Work Performed:

1. Prepares participant-related correspondence as assigned by the project director.
2. Creates and updates participant files; maintains participant histories.
3. Schedules participants for direct service activities with the coordinator and assistants.
4. Serves as receptionist for ESP participants.
5. Advises the staff assistant in matters related to office supplies and equipment.
6. Performs related duties as required.

Required Knowledge, Skills, and Abilities: The secretary should be knowledgeable in the use and care of standard office machines. He or she should possess above-average skills in typing and filing. He or she must possess the ability to maintain confidentiality when dealing with participants or their records.

Necessary Special Requirements: The secretary should be prepared to demonstrate enthusiasm for and commitment to education.

Minimum Training and Experience: The secretary should be a high school graduate and possess at least one year of clerical/receptionist experience, preferably in an office providing some type of direct human services.

SAMPLE JOB DESCRIPTION

Job Title: Clerical Assistant

Function: The clerical assistant functions primarily to perform routine office duties.

Examples of Work Performed:

1. Types and proofs correspondence.
2. Makes copies; assists with record keeping.
3. Files; maintains an orderly filing system.
4. Performs all tasks assigned by the staff assistant.
5. Keeps inventory of office supplies.
6. Performs related duties as required.

Required Knowledge, Skills, and Abilities: The clerical assistant should be knowledgeable in the use and care of standard office machines. He or she should possess average skills in typing and filing. He or she should possess the ability to maintain the confidentiality of all client records with which he or she comes into contact.

Necessary Special Requirements: The clerical assistant should be prepared to demonstrate enthusiasm for education.

Minimum Training and Experience: The clerical assistant should have completed at least intermediate-level courses in typing, or have at least six months' experience in a clerical position involving typing and filing.

SAMPLE TIME SCHEDULE

Objectives	Months 1	2	3	4	5	6	7	8	9	10	11	12
Implement management functions	//											
Order tests	/											
Maintain management functions	////	////	////	////	////	////	////	////	////	////	////	////
Develop educational resources	//	//										
Begin/maintain liaison with educational resources	//	////	////	////	////	////	////	////	////	////	////	----
Develop support services resources	//	//										
Begin/maintain liaison with support services resources		//	////	////	////	////	////	////	////	////	////	----
Develop/maintain job bank	//	////	////	////	////	////	////	////	////	////	////	----
Develop job placement resorces		//	//									
Begin/maintain liaison with job placement resources	//	////	////	////	////	////	////	////	////	////	////	----
Set up intake and referral procedures		//	/									
Screen/select participants			///	////	////	////	----	----	----	----	----	----
Establish positive, supportive environment			///	////	////	////	////	////	////	////	////	////
Begin/maintain support services			///	////	////	////	////	////	////	////	////	----
Monitor participant total income			///	////	////	////	////	////	////	////	////	----

/ = first year records
- = subsequent years' records

Continued

SAMPLE TIME SCHEDULE - page 2

Objectives	Months 1	2	3	4	5	6	7	8	9	10	11	12
Collect/record data			///	////	////	////	////	////	////	////	////	----
Conduct pretests			//	////	////	////	//--	----	----	----	----	----
Make application/arrange for financial aid				////	////	////	////	----	----	----	----	----
Assist with educational program enrollment				////	////	////	////	----	----	----	----	----
Arrange/implement GED testing				////	////	////	////	////	////	//--	----	----
Establish/conduct group/individual counseling				////	////	////	////	////	////	////	----	----
Provide job search skills training				////	////	////	////	////	////	////	////	----
Provide job placement				////	////	////	////	////	////	////	////	----
Develop/maintain networking resources				////	////	////	////	////	////	////	////	----
Analyze data/write report				////	////	////	////	////	////	////	////	////
Monitor individual progress in counseling				///	////	////	////	////	////	////	----	----
Assist with class enrollment/registration				//	////	////	////	//--	----	----	----	----
Monitor educational progress of participants				//	////	////	////	////	////	////	////	----
Monitor employment records of placed participants				//	////	////	////	////	////	////	////	----
Conduct posttests											////	

/ = first year records
- = subsequent years' records

SAMPLE STRUCTURED INTERVIEW GUIDE FOR EDUCATIONAL INSTITUTIONS

1. Institution _____
2. Address _____
3. Contact person(s) _____
4. Telephone number _____ Date _____
5. What special admission requirements must students meet to be admitted:
   a. To the school? _____
   _____
   b. To a special program? _____
   _____
6. What degrees, diplomas, or certificates are awarded upon completion? _____
   _____
7. What programs/classes are offered? _____
   _____
8. What hours are classes offered? _____
9. What is the application fee? _____
10. What is the unit cost for entry? _____
11. List specific programs/courses that have special fees.

Program/Course Name	Cost
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Continued

12. What supplies will the student be expected to provide?

Uniforms	____ Yes	____ No	List _____
Office supplies	____ Yes	____ No	List _____
Woodworking tools	____ Yes	____ No	List _____
Automotive tools	____ Yes	____ No	List _____

Other _____

13. What is the application procedure?

a. Application forms can be obtained at _____

b. How long does it take to process an application? _____

c. How is the student notified of acceptance? _____

d. Is there anything else required for application? _____

_____

14. What is the withdrawal procedure:

a. For withdrawing from a specific course? _____

_____

_____

b. For withdrawing from a specific program of study? _____

_____

_____

15. Do you have a preregistration procedure? ____ Yes ____ No If yes, list. _____

_____

_____

_____

_____

Continued

16. Registration procedure:

    a. What are the registration dates for all quarters/semesters within the next twelve-month academic year? _____

    _____

    b. What is the policy regarding late registration? _____

    _____

    _____

    _____

    _____

    c. What are the dates for late registration for all quarters/semesters within the next twelve-month academic year? _____

    _____

    _____

    d. How is course progress measured? _____

    _____

    e. What is the best method for Educational Support Program (ESP) personnel to monitor individual educational progress of ESP clients? _____

    _____

    _____

17. Does a student need special identification information for registration?

    ____ Yes ____ No If yes, list _____

Continued

18. Financial aid:

a. Is financial aid available? ____ Yes ____ No If yes, list below.

Types of Aid	Types of Expenses Covered
_____	_____
_____	_____
_____	_____
_____	_____

b. Financial aid application procedure:

1) Where may financial aid application forms be obtained?

_____

2) What are the deadline dates for the financial aid applications to be received so that ESP clients may enroll in:

Fall quarter/semester? _____

Winter quarter/semester? _____

Spring quarter/semester? _____

Summer session I? _____

Summer session II? _____

3) What criteria are used to determine whether or not to award financial aid?

_____

_____

4) How long does it take to process financial aid applications?

_____

5) How will the student be notified of financial awards?

_____

Continued

6) Financial aid procedure _____

_____

_____

19. Is there a limit on the number of applicants specific programs can accept?
____ Yes ____ No
If yes, list.

Program	Number of Participants Allowed	Number of Remaining Openings

20. Transportation:

a. Is transportation provided by the school? ____ Yes ____ No
If yes, list.

Form of Transportation	Routes

b. What means of transportation is most utilized by students for traveling from:

1) Home to school? _____

2) Classroom to classroom? _____

Continued

21. Student assistance:

    a. Is tutoring available? ____ Yes ____ No If yes, describe.

    _____

    _____

    _____

    b. Is there a tutoring fee? ____ Yes ____ No

    If yes, what is the cost? _____

    c. Is job placement available? ____ Yes ____ No If yes, describe.

    _____

    _____

    _____

    d. Is there a job placement fee? ____ Yes ____ No

    If yes, what is the cost? _____

22. Child-care provisions:

    a. Is child care available through the school? ____ Yes ____ No

    If yes, describe _____

    _____

    _____

    _____

    b. Is child care available in the immediate vicinity of the school through another source?

    ____ Yes ____ No If yes, list and describe.

    _____

    _____

Continued

23. School requirements:

a. What are school requirements for student conduct? _____

_____

b. What are school requirements for class attendance? _____

_____

c. Where may printed copies of these requirements be obtained? _____

_____

SAMPLE EDUCATIONAL PROGRAM DESCRIPTION FORM

1. Name of program _____

2. Name/address of central office _____

   _____

   _____

3. Telephone number _____ Date _____

4. Brief description of program _____

   _____

   _____

   _____

   _____

5. Enrollment/registration fees:

   Amount _____ Date due _____

   Deferrable? ____ Yes ____ No

6. Financial needs for educational program

Itemized List	Amount Needed	Date Needed

Continued

7. Financial aid:

   a. Source and amount available from each source:

Source	Amount Available

   b. Contact person _____

   c. Title _____ Telephone number _____

   d. Step-by-step process for obtaining financial aid:

      1) _____

      2) _____

      3) _____

      4) _____

      5) _____

      6) _____

      7) _____

8. Registration:

   a. Dates of registration Early _____ Late _____

   b. Place for registration _____

   c. Address _____

      _____

      _____

Continued

9. Testing:

   a. Tests required:

Name of Test	Date Required for Admission	Location of Testing
_____	_____	_____
_____	_____	_____
_____	_____	_____

   b. Amount of time required for scoring _____

10. Admission requirements:

_____

_____

_____

_____

_____

11. Step-by-step admission procedures:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

   h. _____

   i. _____

   j. _____

Continued

SAMPLE EDUCATIONAL PROGRAM DESCRIPTION FORM-page 4

12. Classes/subjects offered:

Title of Class/Subject	Days/Hours	Location

SAMPLE STRUCTURED INTERVIEW GUIDE FOR CHILD-CARE FACILITIES

1. Institution/agency _____

2. Address _____

   _____

3. Person in charge name and title _____

4. Telephone number _____ Date _____

5. Hours of operation _____

6. Services are provided for children ages _____ to _____

7. Unit cost for 1 child _____ per hour _____ per day

   _____ per week _____ per month

8. Reduced rates:

   a. Are reduced rates available for:

      Families requiring child care for more than 1 child? ____ Yes ____ No

      Low-income families? ____ Yes ____ No

      Single-parent families ____ Yes ____ No

   b. Unit cost for reduced rates: _____ per hour

      _____ per day _____ per week _____ per month

9. After-school programs:

   a. After-school program is provided? ____ Yes ____ No

   b. Unit cost for after-school program: _____ per hour

      _____ per day _____ per week _____ per month

   c. Does facility provide after-school pickup? ____ Yes ____ No

   d. Pickup service is provided for which schools?

      _____

      _____

Continued

e. Is there an additional charge for school pickup? ____ Yes ____ No

f. Cost of after-school pickup:

School	Cost of Pickup Service
_____	_____
_____	_____
_____	_____

10. What programs are available? Educational program ____ Yes ____ No

Recreational program ____ Yes ____ No

11. Rest time:

a. Is rest time provided during the daily schedule? ____ Yes ____ No

b. Rest time occurs at _____ a.m. _____ p.m.

12. Food service:

a. What meals are provided? ____ breakfast ____ mid-morning snack

____ lunch ____ mid-afternoon snack ____ supper

b. How are food services charged?

1) ____ As part of the regular child-care cost

2) Food services cost an additional amount of $_____ breakfast

$_____ mid-morning snack $_____ lunch

$_____ mid-afternoon snack $_____ supper

3) Other food services cost schedule _____

_____

_____

_____

_____

Continued

13. What do parents need to provide?

____ School supplies List _____

____ Meals List _____

____ Snacks List _____

____ Extra clothes List _____

14. Health care:

a. What provisions are made for sick-child care?

____ medical ____ dental ____ nursing care ____ none

b. Is this provided as part of the regular child-care program?

____ Yes ____ No

c. Is there additional cost for the provision of medical services?

____ Yes ____ No

d. Cost of medical services _____

e. For what illnesses will a sick child be required to stay at home?

_____

_____

15. What qualifications must teachers/child-care employees meet?

_____

_____

_____

_____

_____

_____

_____

Continued

16. What is the teacher-to-student ratio in each class? _____

17. If parent is late picking up child, is there additional cost?

____ Yes ____ No $_____ per _____ minutes or $_____ per hour

18. This facility can provide for:

Total Number of Children	Ages	Current Number of Openings

19. If parents must sign up on a waiting list, approximately how long will it take to move from the waiting list to enrollment?

_____

20. Additional notes _____

SAMPLE STRUCTURED INTERVIEW GUIDE FOR SPECIAL GROUPS/AGENCIES

1. Agency/group name _____
2. Address _____

   _____
3. Contact person(s) _____
4. Telephone number _____ Date _____
5. What services does the agency/group provide? _____

   _____

   _____

   _____

   _____
6. How are these services funded? _____

   _____

   _____

   _____

   _____
7. Where are these services provided? _____

   _____

   _____
8. What are the hours of operation? _____
9. What application requirements must participants meet to receive services from this program?

   _____

   _____

   _____

   _____

Continued

SAMPLE STRUCTURED INTERVIEW GUIDE FOR SPECIAL GROUPS/AGENCIES-page 2

10. What is the enrollment procedure for the programs?

_____

_____

_____

_____

_____

11. List the programs available and the length of participation allowed in each program.

Program	Length of Participation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

12. Are participants expected to provide additional equipment or supplies?

____ Yes ____ No If yes, please list.

_____

_____

_____

_____

_____

13. What is the cost of these services to participants? _____

14. Additional notes _____

_____

_____

_____

CHAPTER 3

OPERATING AN EDUCATIONAL SUPPORT PROGRAM

INTRODUCTION

The Educational Support Program is designed to provide support services to disadvantaged women so that they can complete an educational program and be placed in a job that will allow them to support themselves and their dependents without public assistance. Operation of an ESP involves screening and selecting participants, providing support services, arranging for financial aid, assisting with educational program and class enrollment, monitoring individual progress, and conducting job placement. Pretesting and posttesting should be performed to measure objectively the educational and personal progress made by each participant during enrollment in ESP. Test ordering information can be found in Appendix B, "Standard Test Purchase Information."

THE ENROLLMENT PROCESS

There is a sequence of activities involved in the process of enrolling participants following the intake interview.

Week One — First Session

The coordinator meets the participant. Any referrals for services that are necessary are made at this time. The educational program assistant begins pretesting by administering the Wide Range Achievement Test (WRAT) Level 2 and the Culture Free Self-Esteem Inventory (CF/SEI). This appointment will last about one hour.

Second Session

The educational program assistant interprets the WRAT and CF/SEI scores and verifies the educational plan. The job placement assistant administers the Career Decision-Making Inventory, if it has been requested. This appointment will last about one hour.

Week Two

First Session

Either of the program assistants administers the Motivation Analysis Test (MAT). This appointment will last about one hour.

Second Session

The program assistant who administered the MAT interprets the scores. Both program assistants verify the participant's overall ESP plan and screen for counseling sessions. The coordinator obtains information from the participant to complete financial aid applications and enrollment forms. This appointment will last approximately thirty minutes with the program assistants and thirty minutes with the coordinator.

Week Three

The coordinator completes the financial aid and enrollment paperwork. The first counseling session is conducted by the program assistants. The activities will last approximately fifteen minutes with the coordinator and one hour with the program assistants.

Subsequent Appointments

The program assistants continue counseling once a week and monitor participants' progress.

The coordinator and other ESP staff members as necessary assist participants with actual course registration. Monitoring of individual progress within educational programs begins.

Tutoring and other support services are scheduled as needed. Individual progress is monitored.

Job placement is provided.

SCREEN AND SELECT PARTICIPANTS

Screen

The screening of participants in ESP is a twofold process. Initial screening is conducted by referring persons, and secondary screening is conducted at the intake interview. The screening process is designed to assess the initial educational and personal needs of each participant so that those who will receive the most benefit from ESP will be enrolled.

The Intake Interview

There are four main purposes for the intake interview. The first is to provide participants with information on the ESP so that they can make an informed choice regarding participation. The second is to provide the ESP with information on participants so that initial needs assessments can be made. The third is to devise tentative workable plans for participation. And the fourth is to come to an agreement with each participant as to what the plan for participation will be.

The aim of an ESP is to provide a positive environment at all times that will foster the development of favorable self-images and constructive achievements. It is therefore necessary for all ESP staff members to maintain a positive attitude from the very beginning.

The step-by-step interview process is as follows:

Step One: Present the Program to Potential Participants
The director/coordinator should provide the prospective participant with an ESP brochure and describe ESP's purpose and method of operation. He or she should explain that ESP would like first to help participants plan for their future career, educational and personal needs, and second to help them follow through with their plans. Any questions that the prospective participant has should be answered.

Step Two: Gather Demographic Information
The director/coordinator should conduct a structured interview using an intake form. A sample form is included on pages 89 and 92 at the end of this chapter. This form is designed to obtain both demographic information that will be used in program statistics and other information that will be needed to complete enrollment and financial aid procedures at a later date. It also elicits information that allows both an initial needs assessment to be made and a tentative ESP plan for the individual to be devised.

The director/coordinator should provide the referring person with a referral form to be completed and returned. A sample form is included on pages 93-95 at the end of this chapter. This form is designed to obtain demographic and background information from parole agents or probation officers when participants are adult female parolees or probationers; if participants are from other disadvantaged groups, a different referral form will need to be developed.

Step Three: Set Up Tentative Plans for Participation
From the information collected on the intake interview form and from the interests expressed by the participant, the director/coordinator should propose tentative educational and career plans. A plan should be developed together for a career and for the educational means to reach that end. Every effort should be made to ensure that the participant is aware of all the available options before an agreement is reached.

Assist participants to develop plans that have realistic educational and career goals. Because participant motivation is crucial, extreme care should be taken lest goals seem too high. In this case, proposing a progressive series of goals would be the best approach. If the goals seem too low, the participant should be encouraged to consider other options and to leave doors open for them.

In setting up educational plans, remember that records of educational achievement are not necessarily the best indicators of a person's current ability to function academically. The quality of any education previously received should be noted. Remember that many participants will not possess high degrees of self-confidence about their potential to achieve, and therefore care should be taken to suggest initial programs that are not likely to cause discouragement. Because many participants will have been out of school for several years, it is advisable to include a period of time for review when setting up individual plans. For those who have completed high school, GED programs may serve for review purposes.

During the course of the intake interview, participants may note special personal problems with which they would like help. Should this occur, tentative plans for personal counseling should be developed.

Step Four: Provide Participant Descriptions of Educational Programs
The director/coordinator should provide participants with written descriptions of the educational programs in which they will initially enroll. Providing this information may give participants a sense of immediate gratification, as it provides them with something concrete related to their individual educational and career plans.

Step Five: Obtain a Written Agreement or Contract for Participation
After tentative educational and career plans are set up, participants should be asked to sign a written contract or agreement. A sample agreement is included on page 96 at the end of this chapter. It is designed to list specifically the responsibilities of the ESP and the responsibilities of the participant during ESP enrollment.

Step Six: Schedule the Next Meeting
The next meeting should take place within one week of intake. The director/coordinator should explain that during the next few appointments, pretesting, making arrangements for financial aid, and program enrollment will be accomplished.

Step Seven: Provide a List of Items to Bring to the Next Meeting
Based on educational programs tentatively selected, the director/coordinator should provide participants with a list of items that will be needed for completion of financial aid and program applications. These items will include things that are not readily available at the intake interview, such as W-2 forms and dates of previous enrollments in specific schools.

BEGIN SUPPORT SERVICES

Because support services are at the very heart of an ESP, they should be initiated at the beginning of a participant's involvement in ESP. Support services include services provided directly by the ESP, such as counseling and tutoring, and services provided indirectly by the ESP, through agencies to which referrals are made.

Make Referrals

An initial needs assessment is conducted at the intake interview. Any referrals to other agencies for needs that cannot be met directly by the ESP are made by using a Referral for Services/Assistance form at the first subsequent ESP appointment. Between the intake interview and the first subsequent appointment, appropriate resources should be selected and initial contact should be made by the coordinator. At that time, the working agreement with the resource should be implemented. A sample referral form is included on page 97 at the end of this chapter.

Establish Counseling

In the beginning, counseling takes the form of mutually establishing a tentative plan for ESP participation. This is accomplished by the director/coordinator and the participant at the intake interview and subsequently by the two program assistants following pretesting. This plan includes goals for personal, educational, and career counseling.

Monitor Counseling Progress

The progress of each participant during personal, educational, and career counseling should be monitored closely by the program assistants. Progressive individual goals should be set in each area, and work continued until the goals are reached. Records should be kept of accomplishments at each appointment, and overall progress toward the plans that are established should be monitored monthly. This process is included in the formative evaluation, described in Chapter 4.

VERIFY EDUCATIONAL AND CAREER PLANS

Purpose of Verification

Because information obtained in the intake interview on prior education may be misleading in relation to academic performance, an attempt should be made to validate that information, using objective test scores, before final plans for each participant are devised and implemented.

Pretest

Pretesting should be conducted during the first several appointments. Pretests should provide objective assessment measures of functional grade levels in reading, spelling, and mathematics, and baseline measures of self-esteem, self-fulfillment, and assertiveness. The objective measures should be used to verify the educational, career, and possibly counseling plans made at the intake interview. If the pretest scores of a participant indicate that it may not be advisable to follow the tentative plan set up at intake, the plan should be appropriately altered with the participant's consent.

Following the administration and scoring of pretests, both program assistants should meet with participants to interpret pretest scores, screen for group counseling, and develop specific educational, career, and counseling plans. Educational plans should include the selection of courses to be taken within particular educational programs and time schedules of when the courses will be taken. Career plans should include both the educational program and the employment steps to be taken in order for participants to reach their ultimate career goals. It is possible that participants will not meet entrance requirements for programs that they wish to enter; in this case, career plans should reflect the

educational steps necessary to achieve program entry. Counseling plans should include goals for educational, career, and personal counseling.

Test ordering information can be found in Appendix B, "Standard Test Purchase Information."

MAKE APPLICATION/ARRANGE FOR FINANCIAL AID

Anticipate Needs

Because the processing of financial aid applications may take up to eight weeks after submission, it is important to begin the application process as soon as possible after the intake interview. The first step of this process involves anticipating the participant's specific need for financial aid. This step should be taken only after the educational plan has been verified through pretesting and a final educational program selected for initial enrollment. At that time, the coordinator should examine the program descriptions completed during resource development. These forms should list specific costs of the program. Based on that information, the coordinator should anticipate the specific need for financial aid on the part of each participant. It is the aim of the ESP to provide financial aid for each educational expense that the participant will encounter.

Examine Types of Financial Aid

The second step in the financial aid process involves examining the types of financial aid known to be available. It is possible that utilizing several types of financial aid will be necessary to meet all of a participant's financial aid needs. The program descriptions completed during resource development should contain information on specific types of financial aid available through the educational program itself. Federal financial aid programs, fee waivers, and alternate sources of funding must also be considered at this point.

Select Financial Aid Type

The third step in the financial aid process involves developing a specific plan for obtaining financial aid. The particular needs of each participant must be matched with the resources available, and a selection of financial aid sources must be made.

In making this selection, the processing time for each resource must be considered, for the processing time could extend beyond the registration deadline for entry to the program. If this occurs, it may be possible to defer fees until such time as the financial aid award is made. Most college programs will defer tuition if it can be shown that financial aid will definitely be awarded. If fees are not deferrable, another financial aid source should be considered.

Complete Applications

Depending on the number of resources to be utilized, it is possible that several applications will be necessary for one participant. These applications should be obtained, completed, and submitted by the ESP. Subsequently, the ESP should monitor application processing, deal with any problems that might arise, and make certain that the financial aid is actually awarded.

Obtain Applications

Depending on the resources that are selected, applications for financial aid may have to be obtained from a variety of places. Educational program contact persons should be able to tell where to pick up applications for financial aid available directly through the educational programs. Applications for financial aid through community funding sources should be available from the offices of the particular resource organization. Federal financial aid applications should be available at any school financial aid office. When applying for federal aid, however, note that several types of applications are in use; different educational programs may require different types of federal aid applications.

Whenever possible, financial aid applications that require no processing fee should be utilized. If a program allows the form to be used, the Application for Federal Student Aid may be used to apply for Pell Grants at no cost. However, if a student wishes to apply for work-study, another form must be used.

Two other types of financial aid applications are the Family Financial Statement (FSS) and the Financial Aid Form (FAF). Both of these forms require more detailed information for completion than the Application for Federal Student Aid, and they may be used to apply for all federal financial aid, including work-study. Both also have processing fees. The FSS requires a $6 fee for processing, and the FAF requires a $7 fee.

Fill Out Applications

Prior to the appointment for completion of financial aid applications, the coordinator should complete required financial aid applications as fully as possible using information obtained at the intake interview. Following this procedure allows more efficient use to be made of participants' time at ESP. When participants arrive at the appointment to apply for financial aid, they will need only to provide information from the list of items requested at the intake interview.

It is important when completing these applications to verify all information provided with the greatest accuracy possible. Deliberately providing false information on any of these forms can result in a $10,000 fine or prison sentence being imposed on the participant. Therefore, before asking the participant to sign the form, take care to see that all the information is correct to the best of the participant's knowledge. The participant should be asked to confirm all information on the form before signing it.

Obtain Parental Information

It may be necessary for an ESP to contact the parents or families of participants to obtain information needed for financial aid applications. If a student is classified as dependent under any of three criteria listed on federal financial aid forms, parental income information is required. Alternate sources of financial aid that make awards based on need may require income information on the participant's entire family or household. Signatures of these other individuals may also be required on the forms. However, because the forms are complex, and because the families of ESP's participants are often educationally

disadvantaged, the ESP should contact the persons involved for this information rather than leaving it to the student to do so. This contact should be made in writing or in person by the coordinator. Care should be taken to ensure that the information is correct to the best of the person's knowledge.

Obtain Affidavits of Nonsupport

If participants are under twenty-five years of age and claim to be independent, they may be required to provide financial aid offices with affidavits of parental nonsupport in addition to financial aid applications. These affidavits may also be required of older students if the financial aid office at the educational program so desires. This form merely serves to verify a student's independent status by obtaining sworn statements from the student's parents. However, as in the case of obtaining parental income information for applications, ESP should handle this activity for participants so that full explanations for the form may be given.

Submit Applications

Applications for financial aid should be submitted by the ESP for processing with the proper processing fee enclosed. If an Application for Federal Student Aid is used, the postcard that is included in the application packet should also be returned at this time. Although the student's home address must be listed on the application itself, it is possible to list the ESP address on the postcard, so that accurate monitoring of the processing time can take place. As soon as it is received by the processing center, the postcard will be stamped with a date by which processing should be complete, and mailed back to the sender. Listing the ESP address on the postcard facilitates ESP's ability to assist with any problems that might arise.

Monitor the Process

Part of the monitoring process involves keeping records of all forms completed for the participant. Copies should be made for ESP files of all financial aid paperwork. The participants should be asked to bring to ESP copies of items they receive at their residences so that ESP file copies can be made.

If the Application for Federal Student Aid has been used and the ESP address listed on the postcard provided, the postcard should be returned to ESP within ten days of submission of the application. If other applications have been used, it will be necessary to keep in close contact with the participants to determine when the processing is completed.

Depending on the resource to which an application is made, processing time can vary. The amount of time required should be included in program descriptions and structured interview guides. Federal aid programs generally take six to eight weeks to process applications. Other resources may process applications in as little as one week. In each case, it is necessary to monitor the process closely so that educational program enrollment and actual class registration can take place as soon as possible.

Obtain Release Forms

When financial aid awards are made, they will be made directly to the ESP participant. It is possible that the exact amount of aid will not be known until the award is made. Because an ESP seeks to provide financial aid for all expenses incurred in educational program enrollment, it is necessary to ensure that sufficient aid is obtained. For this reason, the ESP must monitor the amounts of aid that are actually awarded. It will be necessary to obtain release forms from participants to get this information.

Various resources may have different release forms that must be completed before the amount of financial aid actually awarded will be released to the ESP. These forms should be obtained in the same manner as the applications, completed at the time the application is signed by the participant, and submitted according to the resource's procedures. An example of a release form can be found on page 98 at the end of this chapter.

ASSIST WITH EDUCATIONAL PROGRAM ENROLLMENT

Admission to educational programs generally does not take as long as obtaining financial aid, but it may be necessary to procure financial aid for application fees before officially submitting applications for program enrollment. The ESP should place initial emphasis on obtaining financial aid and secondary emphasis on securing program enrollment. The activities involved in both of these processes are similar, and they may take place concurrently during one appointment with the participant.

Obtain Needed Information

The first step involved in assisting with educational program enrollment is to obtain enrollment application information. If the educational plan is not changed following pretesting, this information should be available from the intake form, the referral form, and items the participant was asked at the intake interview to bring for this purpose.

If program selections are changed as a result of pretesting, it is possible that participants will be able to provide any additional needed information from memory. However, applications to educational programs often request specific dates that participants may not remember. If this happens, it may be necessary to ask participants to bring additional information to subsequent appointments.

Complete Applications

Prior to the appointment set up for completion of an enrollment application, the coordinator should complete the required application as fully as possible using information obtained from the intake and referral forms. When the participant brings requested information to the ESP, the coordinator should complete the application in its entirety. The participant should be asked only to confirm the information and sign the form.

Submit Applications

The application should be submitted with the appropriate fee. If application fees have been waived, it may be necessary to follow specific procedures outlined by the institution in submitting the applications. This may involve such things as hand-carrying the applications to a specific person, submitting the applications prior to a particular deadline, or providing some type of specific information on each individual making application.

Make Transcript Requests

Prior to granting admission, educational programs may require official transcripts of previous academic work completed by the participant. Although it is possible to write directly for transcripts of such work, it should be noted that most education programs requiring transcripts will have their own forms to be used for this purpose. These requests must be made in writing, and they must contain the signature of the student whose record is being requested.

Two things should be noted in completing forms of this type. If the participant's name has changed since previous program enrollment, it is important to be sure that the previous name is included. If the form provides a space for billing address, the ESP address should be listed. Otherwise, the participant should be asked to contact ESP if a bill for the transcript is received.

Schedule Entrance Examinations

The educational program assistant and the coordinator should assist participants with registration for any required entrance examinations. Financial aid should be provided for any fees, and a review program for the test should be provided if necessary. If a participant has already completed a required examination, a request should be made to have the scores sent directly to the educational program in question.

Monitor the Enrollment Process

Copies of all paperwork should be made for or maintained in ESP files. After applications and transcript requests are submitted, the copies of requests will provide the information necessary for the ESP to monitor the processsing of the forms. If problems arise, the ESP should take whatever corrective action is necessary.

ASSIST WITH CLASS REGISTRATION

The Preregistration Process

Educational programs that do not have continuous registration for classes often have a preregistration process that is designed to simplify course enrollment. During preregistration, activities involved in regular registration may be completed, but they generally take place over a longer period. Because fewer people are involved at any one time, activities required to sign up for courses will be less crowded. During preregistration, the probability is higher that seats will be available in all classes that participants wish to take. Because ESP participants may be overwhelmed by regular registration processes, advantage should be taken of these procedures whenever time permits.

Most forms of preregistration involve assignment of the student to a faculty adviser, counseling by that adviser on courses to be taken, completion of class registration forms, and fee payment. Specific procedures for preregistration within particular educational programs should be available from the completed structured interview guides and the educational institution catalogs and bulletins.

Assist with Preregistration

An ESP seeks to assist participants in adjusting to a new educational environment. For this reason, the coordinator should accompany the participant when class registration takes place the first time. If it is necessary for several individuals to be registered at once, the program assistants and the staff assistant should help with this task.

If the participant will be involved in preregistration, the coordinator should schedule an appointment with the participant's adviser and go with the participant to meet the appointment. At that time, educational plans should be discussed with the adviser, and registration should be completed. The coordinator then should accompany the participant to apply for financial aid toward (a) any fees involved and (b) the purchase of books. Finally, the coordinator should make sure that the participant knows classroom locations. This type of assistance should be provided by the ESP during preregistration for subsequent terms if the participant so requests.

Following assistance with preregistration, the coordinator should provide the participant with a new enrollment contract that lists specific classes to be taken, the times of those classes, and the class instructors. A sample course enrollment contract form is included on page 99 at the end of this chapter. The participant should be asked to sign the new contract and should be provided with a copy. This contract must be completed each term following class registration, as it will provide the ESP with information that will be needed to monitor the student's progress during the term.

The Registration Process

If preregistration is not offered or time factors preclude its use, regular registration procedures must be followed. All of the activities that take place during preregistraion will take place at a much faster pace during regular registration. Specific information on these activities should be available in the completed structured interview guides for educational institutions, the completed educational program descriptions, and the educational institution catalogs and brochures.

Assist with Registration

If the participant must attend regular registration, the ESP should provide the same types of assistance as specified for preregistraion. During regular registration in programs offering preregistration, it is advisable to be prepared to assist the participant in making alternate selection of courses, as seats may no longer be available in all classes that are desired.

MONITOR EDUCATIONAL PROGRESS

It is the aim of an ESP to provide assistance and support with any problem that might affect the participant's progress during the educational program. Once the participants are enrolled in classes and the enrollment contract containing class schedules has been signed, the ESP should begin to monitor participant progress so that the support can be provided when needed.

Because the measuring of course progress should be as objective as possible, the method should involve periodic contact with instructors. The coordinator

should establish and maintain a relationship between the instructors and the ESP each term that a participant is enrolled in classes.

Initial Contact with Instructors

At the beginning of each new course for a participant, the coordinator should contact the instructor listed on the enrollment contract. The initial contact should be by telephone or in person. The coordinator should explain the purpose of the ESP and the services it is prepared to provide. He or she should explain that the ESP would like to monitor the student's progress so that assistance can be provided to the student as soon as it is needed. With the instructor, the coordinator should then devise a mutually agreeable schedule for contact to monitor participant progress. Because instructors are usually very busy and may object to weekly contact, it is advisable to suggest that this contact be on a monthly basis unless problems arise. The coordinator should request the instructor's assistance in notifying the ESP as soon as possible of any problems the instructor notices. The instructor should be given the ESP's phone number and address.

Immediately following the initial contact with the instructor, the coordinator should mail an ESP brochure and flow chart to the instructor. This is done both to ensure familiarity with the ESP and to ensure that the instructor will have the program's phone number and address in written form should contact regarding problems become necessary.

Instructor Reports

Following initial contact with an instructor, the coordinator should implement the schedule for contact that has been devised. At each of these regular monthly contacts, as well as during any supplemental contacts that might be made, a participant progress report should be completed by the coordinator. A sample participant progress report form is included on pages 100-101 at the end of this chapter. If problems arise, appropriate support service should be provided.

ARRANGE/IMPLEMENT GED TESTING

The educational plans of many ESP participants may include obtaining a high school diploma or GED prior to completing a more advanced educational program. Although some participants might be prepared to take the GED exam directly following intake, most will probably need to complete an educational program designed to provide GED preparation. Most GED preparatory programs do not provide the actual administration of the GED test. For this reason, the educational program assistant should maintain a file of up-to-date information relative to GED testing schedules and locations.

When a participant is ready to take the GED exam, the coordinator should complete the registration form and process any financial aid that might be necessary for test fees. At this time, the coordinator should arrange to have a copy of the GED scores sent to the ESP. This will involve obtaining a release form from the participant. The educational program assistant should complete the actual scheduling for the test.

MAINTAIN SUPPORT SERVICES

As long as a participant is involved with the ESP, support services should be continued on both an indirect and a direct basis. Indirect services are provided through referrals to other agencies and organizations that have developed working relationships with the ESP. Direct services are provided in the areas of education, personal counseling, and career counseling.

Education

The continuation of support services in the areas of education involves tutoring and revising educational plans as necessary. Assistance should be provided with program enrollment and class registration as necessary after the first term.

The educational program assistant should develop a tutoring program for study skills and basic education courses such as mathematics and English. This program should then be utilized by participants as necessary. The educational program assistant should maintain close surveillance of instructors' reports and, when problems arise, should attempt to correct them through tutoring. If problems arise in academic areas not covered by the ESP, the coordinator should develop external tutoring resources as necessary.

If revision of an education plan becomes necessary for any reason, the coordinator should make any required scheduling adjustments. The coordinator should conduct activities required for all course and program withdrawals, and the educational program assistant should help in maintaining the records.

Personal Counseling

Many ESP participants will request or exhibit a need for personal counseling. Most will exhibit low scores on the pretests measuring self-fulfillment, self-esteem, and assertiveness. At intake, they may exhibit very little evidence of self-confidence in their abilities to complete educational programs. Many will be supporting dependents, heading a household, and attending classes at the same time, and they will need to be provided with a high degree of support if they are to be successful. ESP attempts to provide this support at least partially through personal counseling.

Both of the program assistants should be involved in counseling. Together, they should develop group and individual counseling programs, screen participants for group counseling sessions, and attempt to set up small-group sessions to provide support to individuals with common goals. These groups may deal with such things as personal growth, parenting skill, coping skills, or other problems. The group sessions should be led by the program assistants, but each assistant should also provide individual counseling to participants as necessary. If problems arise that the program assistants are not equipped to deal with in their counseling program, they should work with the coordinator to develop referral resources as necessary.

Career Counseling

The continuation of support services in the area of career counseling involves helping the participants to move toward career goals in a holistic manner. This means that the ESP should coordinate all support services so the participants eventually are able to move toward and advance on their own in careers that they have chosen.

The job placement assistant should be responsible for tasks related to career planning and counseling, including providing the participant with information on various positions of interest and helping the participant to implement long-range planning in moving toward career goals. The job placement assistant should provide training in job search skills and make temporary placements that will provide a degree of related experience for the ultimate career goal of the participant.

PROVIDE JOB PLACEMENT SERVICES

Teach Job Search Skills

Many ESP participants will lack the skills needed to locate and obtain employment; the teaching of job search skills is implemented by the job placement assistant during group counseling sessions. Participants should be screened for this need when they are screened for counseling following interpretation of the pretests. Those individuals desiring temporary placement should be placed in a job search skills group as soon as possible following their enrollment in the ESP. Participants who are already employed or who don't desire immediate placement through the ESP can be placed in a group that does not address this topic until a later date.

Within the sessions set up to teach these skills, participants may view and discuss filmstrips and films on job search techniques. They should read and discuss information on the proper attire for obtaining and maintaining employment, and they should be provided with information on how to write a resume, and the resumes should then be constructively critiqued by the group so that suggestions can be made for possible improvements. Participants should be asked to read information on interview techniques, and these techniques should then be discussed. Role playing may subsequently be implemented to provide experience in interview situations. On-the-job conduct and problem situations such as tardiness should be discussed. Appropriate responsive behaviors may be role-played.

A publication that might be useful with job search sessions is *Job Search Education* by Martin Kimeldorf. It is available through Education Design, Inc., EDI 326, 47 West Thirteenth Street, New York, New York 10011.

Assist with Job Placement

Upon completion of training in job search skills, participants should be provided with temporary job placement services as necessary. Following completion of educational programs, however, job placement services should be provided to each ESP participant.

When the participant is ready to seek employment, the job placement assistant should consult the job bank and the list of contact persons. He or she should then speak with each contact person to obtain current information on available positions and relay that information to the coordinator.

The coordinator should make contact with the prospective employer, present the ESP and provide general information on the participant seeking employment. He or she should explain that the participant will continue to receive support services from the ESP as necessary, and should point out that the ESP will

attempt to assist with any problems that might arise. The coordinator should obtain an application or ask to have one mailed to the ESP. If possible, he or she should then set an interview appointment for the participant. The participant should be provided with support in completing the application prior to the interview, but allowed to complete the interview on her own.

It is possible that for certain technical positions, job placement offices will be better equipped than the ESP to provide placement. If this occurs, the participant should be referred to the appropriate placement office, and the ESP should conduct follow-up on any services provided.

MONITOR EMPLOYMENT RECORDS

The aim of an ESP is to provide job placements that will allow participants to support themselves and their dependents without public assistance. In order to find out whether or not this actually occurs, it is necessary for the ESP to monitor both the total income of participants and the income obtained from work. The monitoring of total income begins with intake, for that is the point at which the amount of total income is first recorded. Following placement by the ESP, income earned from work should be recorded regularly.

Total Income

When placement services are rendered, public assistance should be noted. Subsequently, the coordinator should help participants to notify the proper authorities, such as Department of Social Services caseworkers, of changes in income. Total income should be monitored as public assistance amounts are adjusted. Participants should receive documentation of any changes in public assistance and they should be asked by the coordinator to bring this documentation to the ESP so that copies can be made.

If participants are temporarily placed in jobs during educational program enrollment, it may be necessary to notify the financial aid offices of additional participant income.

Employment Income

The job placement assistant should monitor employment income by obtaining copies of the participant's check stubs. This method is used in order to avoid any inconvenience to employers. Participants should be asked to bring check stubs to the ESP on a monthly basis.

Attendance

The job placement assistant should note the number of hours listed on each check stub. If problems in attendance are noted, he or she should work with the participant and the coordinator to develop and implement workable solutions.

ADMINISTER POSTTESTS

To establish and maintain accountability, the program assistant should administer posttests when the participants complete their educational programs. Scores should be compared with those obtained during the pretests, and

differences should be examined. The posttests should reflect increases in measures of self-esteem, self-fulfillment, and assertiveness.

It may be helpful to ask participants to write short paragraphs on what they think they have accomplished during their participation in ESP. Although this measure is subjective, it may provide insight during program evaluation.

REVIEW

This chapter describes the steps to be taken in order to operate an ESP effectively. The final chapter of the book addresses the process of evaluating the program in terms of progress toward its ultimate goals.

SAMPLE INTAKE QUESTIONNAIRE

PURPOSE

The purpose of this questionnaire is to record information obtained in an intake interview with the person referred for participation in the Educational Support Program. This information will be used to develop a support program especially designed to meet the need of the participant.

1. Name _____
   Last First Middle Initial

2. Address _____
   Street City, State Zip Code

3. Telephone _____ 4. Social Security Number _____

5. Permanent address, if different from above:

   _____
   Street City, State Zip Code

6. Permanent telephone number, if different from above: _____

7. Birthdate _____ 8. Head of Household? ____ Yes ____ No

9. Primary wage earner? ____ Yes ____ No 10. Number in family _____

11. Number of dependents _____ 12. Ages of dependents _____

13. Disability, if any _____

14. Veteran? ____ Yes ____ No Separation date _____

15. Education:

    a. Highest grade completed in school _____

    b. Last date enrolled _____

    c. Name and address of school _____

    _____

    _____

    d. Reason for leaving school _____

    _____

Continued

16. Current employment:

a. ____ Full-time ____ Part-time ____ None

b. Name and address of current employer _____

_____

_____

c. Job Title _____

17. Employment History:

a. Employer _____

City _____ State _____ Zip Code _____

Job Title _____

Salary/wages _____

Beginning date _____ Ending date _____

Reason for leaving _____

b. Employer _____

City _____ State _____ Zip Code _____

Job Title _____

Salary/wages _____

Beginning date _____ Ending date _____

Reason for leaving _____ _____

18. Annual family income:

a. Wages

Wage Earner	**Salary/Wages per Month**
_____	_____
_____	_____

Continued

18. Annual family income (continued)

b. Disability insurance (per month) _____

c. AFDC (per month) _____

d. Unemployment benefits (per month) _____

e. Other (list all other income per month) _____

_____

_____

	Needed	Not Needed
19. Child care while attending school	____	____
20. Assistance in arranging child care	____	____
21. Financial assistance for educational expenses	____	____
22. Assistance with transportation to school	____	____
23. Assistance with study skills	____	____
24. Assistance with special problems	____	____

List assistance needed _____

25. Participant objectives:

____ To earn a basic education (ABE) certificate
____ To obtain a high school diploma
____ To prepare for the GED test
____ To pass the GED test
____ To develop job skills and be placed in gainful employment
____ To earn college credits in _____
____ To complete a vocational/technical program in _____
____ To obtain a two-year college degree in _____
____ To obtain a four -year college degree in _____
____ To achieve self-improvement _____
____ Other _____
_____

Continued

26. Parent's names _____

27. Parent's address _____
Street

_____
City County State Zip Code

28. Parents' telephone number _____

29. Educational history for all colleges attended since high school:

Name	Location	Date	Degree	Financial Aid Type/Amount

30. Number of miles one way from home to school _____

31. Campus, if applicable _____

32. Planned course load:

____ Full-time 12 or more semester hours (3 to 4 courses)
12 or more quarter hours (3 to 4 courses)
federal financial aid available

____ 3/4-time 9 to 11 semester hours (2 to 3 courses)
9 to 11.5 quarter hours (2 to 3 courses)
federal financial aid available

____ 1/2-time 6 to 8 semester hours (2 courses)
6 to 8.5 quarter hours (2 courses)
federal financial aid available

____ 1/4 -time less than 6 semester hours (1 course)
less than 6 quarter hours (1 course)
no federal financial aid available

33. Quarter/semester to begin classes _____

34. Class preference: ____ Day classes ____ Night classes

35. Name of probation/parole officer _____

36. Today's date _____

SAMPLE REFERRAL FORM

PURPOSE

The purpose of this referral form is to provide background information on the persons referred for participation in the Educational Support Program. The information will be used in developing a support program to meet the individual needs of those enrolled in ESP. Please provide as much information as possible.

1. Client name _____
   Last First Middle Initial

2. Client address _____
   Street City, State Zip Code

3. Client telephone number _____ 4. Social Security Number _____

5. Age group:
   ____ under 20
   ____ 21-30
   ____ 31-40
   ____ 41-50

6. Marital status:
   ____ Single
   ____ Married
   ____ Divorced
   ____ Separated

7. Ethnic
   ____ Black
   ____ White
   ____ Other (List)
   _____

8. Head of household? ____ Yes ____ No

9. Number of dependents _____ Ages of dependents _____

10. Veteran? ____ Yes ____ No

11. Disabled? ____ Yes ____ No
    If yes, describe _____
    _____

12. Prior education:

    ____ 0-8th grade
    ____ 8th -11th grade
    ____ 12th grade or GED
    ____ Postsecondary Please describe _____

13. Current Offense:

    ____ Property
    ____ Person
    ____ Victimless
    ____ Substance abuse
    ____ Other (List)
    _____

14. Number of prior Offenses _____

Continued

15. Length of sentence to serve under supervision:

____ 3-6 months
____ 7-12 months
____ 13-24 months
____ 25-36 months
____ more than 37 months

16. Nature of supervision:

____ Probation
____ Parole

17. Length of sentence remaining to be served under supervision:

____ 3-6 months
____ 7-12 months
____ 13-24 months
____ 25-36 months
____ more than 37 months

18. Classification: ____ Minimum ____ Medium ____ Maximum

19. Available test results:

Test	Scores	Dates

20. Recommended educational program:

____ Adult basic education (ABE) grades 1 to 8
____ General Educational Development (GED) preparatory
____ High school diploma
____ Two-year vocational technical program in _____
____ Two-year degree program in _____
____ Four-year college in _____
____ Self-improvement

21. Special assistance needed _____

_____

_____

_____

Continued

SAMPLE REFERRAL FORM-page 3

22. Comments _____

_____

_____

23. Name of probation/parole officer _____

24. Today's date _____

SAMPLE AGREEMENT FORM

I, _____, hereby acknowledge that I have enrolled in the Educational Support Program (ESP), at _____

_____

I understand that ESP has agreed to provide financial aid and other support services for the educational program that has been mutually planned for me.

In return for these services, I agree to adhere to the following conditions of enrollment:

1. I will attend all classes or present to ESP a written excuse for the absence.
2. I will report to the ESP office weekly for a progress check and assistance if needed.
3. I will maintain a C average or better in all classes.

I understand that if I fail to meet any of the above conditions, my enrollment in ESP may be terminated and financial aid and other assistance withdrawn.

_____
Signature

_____
Date

SAMPLE REFERRAL FORM FOR SERVICES OR ASSISTANCE FROM SOCIAL SERVICE AGENCIES

PURPOSE

The purpose of this form is to record all referrals to community agencies for services or assistance to the participants in the Educational Support Program.

Date of referral _____

1. Name of client _____
2. Referred by _____
3. Address: Educational Support Program, College of Criminal Justice,
   University of South Carolina, Columbia, SC 29208
4. Referred to _____
5. Contact person _____
6. Address and telephone number _____

   _____
7. Services/assistance requested _____

   _____

Please complete items 8-11 below. Cut off at broken line and return to:

Dr. T.A. Ryan, Director
Educational Support Program
College of Criminal Justice
University of South Carolina
Columbia, SC 29208

8. Name of client _____
9. Services/assistance obtained _____
10. Date services/assistance to begin _____
11. Comments _____

SAMPLE STUDENT FINANCIAL AID AWARD RELEASE FORM

To:

From:

Date:

Subject:

This is to certify that _____ Social Security Number _____

has been awarded the following amounts for _____ quarter/semester:

Pell Grant	$_____
Supplemental Educational Opportunity Grant	$_____
National Direct Student Loan	$_____
Work-Study Employment	$_____

After tuition of $_____ and books of $_____ are deducted, he/she will receive one check in the amount of $_____. He/she will not receive another disbursement during the present quarter/semester.

_____
Financial Aid Officer

I,_____, give my permission for this information concerning my student aid award to be released to:

Educational Support Program
College of Criminal Justice
University of South Carolina
Columbia, SC 29208

_____ _____
Student's Signature Date

_____
Social Security Number

This form was adapted from one used by Midlands Technical College in Columbia, South Carolina.

SAMPLE COURSE ENROLLMENT CONTRACT FORM

I understand that the Educational Support Program (ESP) has agreed to provide financial aid and other support services for the educational program that has been mutually planned for me. In return for these services, I have agreed to adhere to the following conditions of enrollment:

1. I will attend all classes or present to ESP written excuse for the absence.
2. I will report to the ESP office weekly for a progress check and assistance if needed.
3. I will maintain a C average or better in all classes.

I understand that if I fail to meet any of the above conditions, my enrollment in ESP may be terminated and financial aid and other assistance withdrawn.

I hereby acknowledge that I have enrolled in the following class(es) and that all conditions of enrollment apply to each class.

Class	Time	Instructor

_____
Signature

_____
Date

SAMPLE PARTICIPANT PROGRESS REPORT FORM

PURPOSE

The purpose of this form is to record the progress of each participant on a regular basis. This report form provides a standard format for recording attendance, completion of assignments, understanding of material, and identification of problems. Alternative strategies can then be implemented to address these newly defined problem areas.

Client name _____ Today's date _____

County location of referring agency _____

Educational program _____

Instructor _____ Phone Number _____

1. Progress
   ____ Excellent
   ____ Satisfactory
   ____ Needs improvement
   ____ Unsatisfactory

   Comments _____

   _____

   _____

   _____

2. Has the student attended class regularly? ____ Yes ____ No

   If no, what reason has been given for absences? _____

   _____

3. Has the student been on time regularly? ____ Yes ____ No
4. Has the student completed the assigned lessons? ____ Yes ____ No
5. Did the student understand the assigned lessons? ____ Yes ____ No
6. Did the student exhibit any learning problems? ____ Yes ____ No
7. Did you observe any behavioral problems? ____ Yes ____ No

Continued

SAMPLE PARTICIPANT PROGRESS REPORT FORM-page 2

8. If problems were detected:

   Do you think the student needs tutoring? ____ Yes ____ No

   Do you think the student needs counseling? ____ Yes ____ No

   If yes, please explain _____

9. Do you have suggestions for ways we could assist this student to be successful in the educational program, and to develop a positive, healthy self-concept?

10. Additional comments _____

CHAPTER 4

EVALUATING AN EDUCATIONAL SUPPORT PROGRAM

FORMATIVE EVALUATION

It is necessary for an ESP to monitor actual progress against planned progress toward goals and objectives. This is the purpose of conducting a formative evaluation. Planned progress is operationalized in the form of weekly task plans made by the director.

Daily Records of Activities

Based on the weekly plan, the director issues work assignments to the ESP staff. A sample form for this purpose is included on page 107 at the end of this chapter. Work assignment forms should list the details of the task to be completed, indicate the date by which the task should be finished, and provide a space to insert the date when the task is actually finished. The director should meet daily with the staff assistant, the secretary, and the coordinator to issue work assignment forms and check in those which are completed. If tasks listed on the work assignment form are not completed by the due date, the director should consider the priority of the task in question and take whatever action is necessary to ensure its completion. Weekly plans can then be adjusted as necessary according to priorities.

Both the coordinator and the staff assistant should meet daily with those under their supervision to assign and check in tasks. The staff assistant should use work assignment forms to accomplish this activity, while the coordinator should use both work assignment forms and "To Accomplish Today" forms, a sample of the latter form is included on page 108 at the end of this chapter. Work assignment forms are used for general tasks that do not apply to specific participants. "To Accomplish Today" forms are used when the task involves an activity that will need to be recorded in a particular participant's file. These forms provide spaces for the time and/or date the activity is to be accomplished, the participant's name, the place the participant is to be met, specific locations in

which particular activities are to be carried out, and the specific activities that are to be accomplished.

"To Accomplish Today" forms may also be completed by program assistants or the coordinator for the purpose of notifying the director of a specific activity that needs to be conducted. When used for this purpose, the forms are turned in, reach the director's hands, and may be altered by the director, held until a later date, or issued as they stand to conduct the activity in question.

As tasks conducted fro particular participants are completed, "Accomplished Today" forms should be filled out. A sample form of this type is included on pages 109-110 at the end of this chapter. These forms follow the same general format as the "To Accomplish Today" forms, but they are intended to be used to list activities that are actually carried out. An additional page is provided on which information pertinent to the participant's progress in ESP can be recorded.

When program assistants complete tasks assigned to them, they should turn in "Accomplished Today" or work assignment forms to the coordinator, who should then give them to the director. This same procedure should be followed by the clerical assistant and the staff assistant. Documentation of activities such as photocopied financial aid applications or records of related phone calls should be attached to these forms before they are checked in . A sample form for use in recording program-related phone calls is included on page 111 at the end of this chapter.

As "Accomplished Today" forms for each participant-related activity reach the director's hands, each task should be checked off on the weekly plan. Adjustments to the plan should then be made as necessary.

The secretary should update participant records as tasks are accomplished. He or she should add relevant information to the participant's ESP case history. A sample case history form is included on pages 112-114 at the end of this chapter. The secretary should also maintain and update a quick-reference card file containing basic information on each participant. Cards should list the participant's name, date of ESP enrollment, referring person, home address, phone number at work and home, planned objectives, dates of educational enrollment, and financial aid awards.

Weekly Records

At the end of each week, the coordinator should complete a written report describing program activities and the chronological sequence of activities conducted for each ESP participant during the week. This report should be submitted to the director for purposes of monitoring program progress.

Monthly Records

During the month, participants may withdraw from the ESP for various reasons, and written documentation of these withdrawals should be obtained by asking participants to complete status forms. A sample "Participant Status in ESP form" is included on page 115 at the end of this chapter. These forms may also be used to reestablish contact with participants who, for some reason, miss appointments at the ESP and fail to make further contact. This may occur when participants have problems affecting their ability to come to the ESP, but have no phone and have additional problems in getting to a phone that they can use. In either case, the status form should be mailed to the participant with a letter requesting its return. A stamped envelope addressed to the ESP should also be provided.

At the end of each month, participant status forms, participant objectives, instructor' reports, and ESP appointment records should be used to complete reports on individual participants. These reports should then be forwarded to the participant's referring agents. A sample form to be used in completing these reports is included on pages 116-117 at the end of this chapter.

During the month, the coordinator should keep records of counseling sessions, tutoring sessions, referrals, financial aid awards, job placement, and changes in income for each ESP participant. This information should be added to information taken from intake forms, referral forms, and enrollment/withdrawal data to complete a monthly report on the ESP's progress toward program objectives. This report should be forwarded to contact persons at the central offices of the referring agencies. A sample form to be used in this report is included on pages 118-122 at the end of this chapter.

Quarterly Records

The director should complete quarterly reports. These reports should outline major activities and accomplishments made during the period, any problems that arose during the period, significant items and findings made during the period, and future activities to take place during the next period.

Cumulative Records

The coordinator should maintain a cumulative record of information taken from monthly report statistics.

SUMMATIVE EVALUATION

Summative evaluation procedures should be conducted by ESP on a yearly basis. These procedures will involve analyzing the data that have been collected during the year in order to determine whether or not program objectives have been achieved.

Data to Be Obtained

Seven questions must be answered during the course of summative evaluation procedures. They are based directly on objectives set forth in the ESP plan.

1. What percentage of the participants enrolled in the remedial/high school equivalency (GED) program successfully completed the program as indicated

by certification of completion and passing the GED high-school equivalency test? Fifty-five percent is the criterion level.

2. What percentage of the participants enrolled in the vocational/technical certificate program completed the program successfully as indicated by qualification for the competency certificate determined by performance test of the skills required for the particular trade or technical area? Criterion level is 50 percent. What was the average GPA of the participants? Criterion level is 2.0 or higher.

3. What percentage of the participants enrolled in the two-year college transfer program maintained a GPA of 2.0 or higher? Criterion level is 50 percent.

4. What percentage of the participants improved their self-concepts as measured by significant increase in scores on the Culture Free Self-Esteem Inventory (CF/SEI) from the time of enrollment in the program to completion of the program, and through self-reports? Criterion level is 60 percent.

5. What percentage of the participants increased their self-assertiveness and self-fulfillment as measured by significant increase in scores on the Motivation Analysis Test (MAT) from the time of enrollment in the program to completion of the program, and through self-reports? Criterion level is 50 percent.

6. What percentage of the participants completing the educational program were employed in jobs in which their earnings were sufficient to maintain self and dependents without reliance on other sources of support? Criterion level is 50 percent.

7. What percentage of the participants employed at the completion of their educational programs maintained that employment for one year as indicated by project monitoring and employer records? Criterion level is 50 percent.

Data Collection

When participants complete educational programs, the program assistants should administer posttests. Participant self-reports of program strengths and weaknesses should be obtained annually.

Data Analysis

T-tests should be used to analyze differences in pretest and posttest scores. Self-report data should be summarized and analyzed.

Annual Report

An annual report should be generated to include the analysis and interpretation of data conducted during the summative evaluation.

SAMPLE WORK ASSIGNMENT FORM

To _____ Date _____

From _____

Task Assignment	Date Due	Date Completed	Signature of Worker
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Approved _____ Date _____

SUGGESTION: This form may be typed two on a page, reproduced, then cut apart.

SAMPLE "TO ACCOMPLISH TODAY" FORM

Date: _____

Time of appointment: From _____ a.m./p.m. To _____ a.m./p.m.

Appointment with _____

_____

_____

To meet at _____

_____

To accomplish _____

_____

_____

To go to (Give detailed listing of all offices that you will visit to accomplish this purpose, and the approximate amount of time at each office.)

Office Name/Address	**Purpose**	
_____	_____	AR _____ a.m. AR _____ p.m.
_____	_____	DP _____ a.m.
_____	_____	DP _____ p.m.
_____	_____	AR _____ a.m. AR _____ p.m.
_____	_____	DP _____ a.m.
_____	_____	DP _____ p.m.

SAMPLE "ACCOMPLISHED TODAY" FORM

Date: _____

Time of appointment: From _____ a.m./p.m. To _____ a.m./p.m

Appointment with _____

_____

_____

Met at _____

_____

Purpose _____

_____

_____

Accomplished _____

_____

_____

Accomplishment (Give detailed listing of all offices that you visited to accomplish this purpose, and the approximate amount of time at each office.)

Office Name/Address	**Accomplishment**	
_____	_____	AR _____ a.m. AR _____ p.m.
_____	_____	DP _____ a.m.
_____	_____	DP _____ p.m.
_____	_____	AR _____ a.m. AR _____ p.m.
_____	_____	DP _____ a.m.
_____	_____	DP _____ p.m.

Continued

SAMPLE "ACCCOMPLISHED TODAY" FORM -page 2

Additional Relevant Information

Please record below any additional information you obtained during the time you spent with the ESP participant today. This will include:

1. Additional needs, such as for food stamps and transportation
2. Any participant conversations or behaviors that reflect values or home situations that will have bearing on participation in this program
3. Whether or not the participant met the appointment, and if not, the reason given for failure to show

SAMPLE TELEPHONE MESSAGE FORM

TELEPHONE MESSAGE

Date _____ Time _____

To _____

From _____

Of _____

Telephone Number _____

Address _____

_____

Message _____

_____

_____

_____

____ Please call ____ Will call again

____ Returned your call ____ No Message

Message taken by _____

SUGGESTION: This form may be typed four to a page, reproduced, and cut apart.

SAMPLE PARTICIPANT CASE HISTORY FORM

PURPOSE

The purpose of this questionnaire is to record chronologically all events undertaken with the participant in an effort to accomplish her personal, preestablished goals and objectives.

1. Name _____
   Last First Middle Initial

2. Address _____
   Street City, State Zip Code

3. Telephone _____ _____
   Work Home

4. Social Security Number _____

5. Age ____ 6. Birthdate _____ 7. Ethnic group _____

8. Marital Status _____ 9. Head of household _____

10. Number of dependents _____ 11. Ages of dependents _____

12. Veteran? ____ Yes ____ No Separation date _____

13. Disability? ____ Yes ____ No Description _____

14. Education: Highest grade completed _____ Last date enrolled _____

Name and address of school

_____

_____

_____

_____ Telephone _____

Test Results

		Scores	**Date**
Test:	____ WRAT ____ TABE		
	Reading	_____	_____
	Mathematics	_____	_____
	Spelling	_____	_____

Continued

Test: ____ CF/SEI ____ Other
Self-Esteem _____ _____

Test: ____ MAT ____ Other
Assertiveness _____ _____

15. Employment:

Currently employed? ____Yes ____No Monthly salary $_____

Name and address of current employer

_____

_____

Other Income _____

_____

16. Offense history

Current offense _____ Number of prior offenses _____

Length of sentence _____ Time left to be served _____

Nature of supervision _____ Classification _____

17. Detailed plan for client: Goals and objectives

_____

_____

_____

_____

_____

_____

_____

_____

_____

Continued

SAMPLE PARTICIPANT CASE HISTORY FORM -page 3

18. History of events

Date	Accomplishment

SAMPLE "PARTICIPANT STATUS IN ESP" FORM

PURPOSE

The purpose of this report is to record the current status of participation or withdrawal of clients enrolled in the Educational Support Program. The form should be filled out by the participant and submitted to the ESP office.

Name _____ Parole officer _____

Street address _____

City _____ State _____ Zip code _____

Telephone _____ Birthdate _____

Date enrolled in ESP _____

Educational Institution _____

Classes enrolled in _____

_____

_____

Semester/quarter classes will begin _____

I started/will start attending classes on _____

____ I still am participating in ESP.

____ I have withdrawn from ESP. Last date of participation _____

If withdrawn, please state the reason for withdrawal _____

_____

_____

_____

_____ _____

Signature Date

SAMPLE REPORT TO REFERRING AGENT

Date _____

PURPOSE

The purpose of this report is to provided information to the referring agent on the progress of clients participating in the Educational Support Program.

Referring agent's name _____

Agency county location _____

Client's name _____

1. Clients objective _____

_____

2. Enrollment: Program _____

Location _____ Date enrolled _____

3. **Subject** **Instructor** **Time** **Progress** **Absences**

_____

_____

_____

4. Withdrawal from program:

____ Objective accomplished

____ Other ____ Positive withdrawal. Reason: _____

_____

____ Negative withdrawal. Reason: _____

_____

5. Progress toward career goals _____

_____

6. Progress in personal growth _____

Continued

SAMPLE REPORT TO REFERRING AGENT-page 2

7. Progress in social skills _____

_____

8. Progress in parenting skills _____

_____

9. Counseling provided:

Type of Counseling	Number of Sessions
____ personal	_____
____ educational	_____
____ career	_____

10. Tutoring provided:

Subjects Tutored	Number of Sessions
_____	_____
_____	_____
_____	_____
_____	_____

11. Financial aid provided? ____ Yes ____ No

Source _____ Amount _____

Source _____ Amount _____

12. Job placement: ____ Yes ____ No Date _____

Job title _____

Employer _____

Address _____ Telephone _____

Salary/wages _____

13. Other assistance provided _____

_____

_____

_____

SAMPLE MONTHLY REPORT TO CENTRAL OFFICE

PURPOSE

The purpose of this form is to provide the central office of the funding agency with information concerning the progress of the Educational Support Program. This report will include data on the number of referrals, referring agents, educational program enrollments, withdrawals, services, and job placements.

Date of reporting period: From _____ to _____

Referrals	**Number**	**Total**
Agency: _____	_____	
Agency: _____	_____	
Agency: _____	_____	
		_____

Names of Referring Agents

Agency: _____ _____

Agents: _____

_____

_____

Agency: _____ _____

Agents: _____

_____

_____

Agency: _____ _____

Agents: _____

_____

_____

_____

Continued

SAMPLE MONTHLY REPORT TO CENTRAL OFFICE-page 2
EDUCATIONAL PROGRAM ENROLLMENT

	ABE		GED		HIGH SCHOOL DIPLOMA		TWO-YEAR DEGREE		VOCATIONAL TECHNICAL		FOUR-YEAR DEGREE		SELF-IMPROVE-MENT		TOTAL	
	C*	F*	C	F	C	F	C	F	C	F	C	F	C	F	C	F
Number of participants at beginning of report period																
Enrolled during report period																
Positive withdrawals																
Negative withdrawals																
Number of participants at ending report period																
Total																
Current total enrollment																
Satisfactory attendance																
Unsatisfactory attendance																
Satisfactory academic performanc																
Unsatisfactory performance																

*C-Current
*F-Future

Continued

SAMPLE MONTHLY REPORT TO CENTRAL OFFICE -page 3

Referrals/Enrollments	**Number**	**Number**
Total referrals to ESP this month		_____
Referrals not enrolled in ESP		(-) ____
Total enrolled in ESP this Month		(=) ____
Total withdrawals this month (see below)		(-) ____
Total enrolled in ESP last month		(+) ____
Total enrolled in ESP		(=) ____
Currently enrolled in educational program	_____	
To be enrolled in educational program	_____	
Maximum ESP enrollment		_____
Enrollment openings		_____

Withdrawals

Program completion	_____	
Positive withdrawals	_____	
Reasons _____		
_____		
_____		
Negative withdrawals	_____	
Reasons _____		
_____		
_____		
Total Withdrawals		_____

Continued

SAMPLE MONTHLY REPORT TO CENTRAL OFFICE -page 4

Services	**Number**	**Total**
Counseling:		_____
Personal	_____	
Educational	_____	
Career	_____	
Financial Aid:		_____
Received	_____	
Future aid	_____	
Tutoring		_____
Math	_____	
English	_____	
Other	_____	
Referrals:		_____

Agency	**Purpose**	
_____		_____
_____		_____
_____		_____
_____		_____

Other:		_____
_____		_____
_____		_____
_____		_____
_____		_____

Continued

Job Placements

Job category:		Salary/wages (per month):
White-collar workers		$ 0 - 99 ____
Professional and technical	____	100-199 ____
Managers/administrators	____	200-299 ____
Sales	____	300-399 ____
Clerical	____	400-499 ____
Total	_____	500- + ____
Blue-collar workers		
Craft and kindred	____	
Operatives	____	
Transportation	____	
Nonfarm laborers	____	
Total	_____	
Service workers		
Private household	____	
Other services	____	
Total	_____	
Farm workers		
Farmers and farm managers	____	
Farm laborers and foremen	____	
Total	_____	

Total number of job placements _____

APPENDIX A

PUBLICATIONS TO ASSIST IN LOCATING AND PROCESSING FINANCIAL AID

Title	Available From
The College Cost Book Author: College Scholarship Service	College Scholarship Service College Board Princeton, NJ 08540
Financial Aid Author: Association of American Colleges	Association of American Colleges 1818 R Street, N.W. Washington, DC 20009
Financial Aid Guide for College Author: Suchar	Monarch Press/Simon and Schuster 1230 Avenue of the Americas New York, NY 10020
Financial Aids for Higher Education Author: Kessler	William C. Brown Company 2460 Kerper Boulevard Dubuque, IA 52201
Financing a College Education Authors: Kohl and Kohl	Harper and Row Publishers, Inc. Scranton, PA 18512
A Guide for Students and Parents Author: American College Testing Program	American College Testing Program Needs Analysis Service Iowa City, IA 52243
It's Your Move: How to Win the College Financing Game Authors: Szorady and Talbot	Biospherics, Inc. 4928 Wyacond Road Rockville, MD 20852
Lovejoy's College Guide Author: Lovejoy's College Guide, Inc.	Lovejoy's College Guide, Inc. P.O. Drawer Q Red Bank, NJ 07701
Money for College! How to Get It Author: Moore	Barron's Educational Series 113 Crossways Park Drive Woodbury, NY 11797
Need a Lift? Author: American Legion	American Legion P.O. Box 1055 Indianapolis, IN 46206
Scholarships, Fellowships, and Loans Authors: Feingold and Feingold	Bellman Publishing Arlington, MA 02174
Student Bulletin Author: National Merit Scholarship Program	National Merit Scholarship Program One American Plaza

	Evanston, IL 60201
Student Guide to Five Federal Financial Aid Programs Author: U.S. Government Printing Office	Superintendent of Documents U.S. Department of Education Washington, DC 20402
A Student's Consumer's Guide Author: U.S. Department of Education	U.S. Department of Education P.O. Box 84 Washington, DC 20009
Women and Fellowships Author: Nies	Women's Equity Action League 805 Fifteenth Street, N.W., Suite 822 Washington, DC 20005
You Can Win a Scholarship Authors: Brownstein and Weiner	Barron's Educational Series 113 Crossways Park Drive Woodbury, NY 11797
Your Own Financial Aid Factory Author: Leider	Octameron Associates P.O. Box 3437 Alexandria, VA 22302

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A current computer listing of general publications, specific publications, and major fields and organizations supplying guidance information, scholarships, fellowships, grants, and loans, as well as a sample form letter requesting scholarship information can be obtained from:

National Scholarship Research Service
122 Alto Street
San Rafael, CA 94901

APPENDIX B

STANDARD TEST PURCHASE INFORMATION

Wide Range Achievement Test--Revised: Level 2 (WRAT-R)

Available from:	Psychological Assessment Resources, Inc. P.O. Box 98 Odessa, FL 33556 (813)977-3395	
Materials:	WRAT- R Manual--1984 Edition (item number 730-TM)	$21.00
	WRAT-R Test Forms--Level 2 (package of 25) (item number 797-TB)	8.25
Testing time:	Approximately 20 to 30 minutes	

Culture Free SEI: Self-Esteem Inventories for Children and Adults (CF/SEI)

Available from:	Psychological Assessment Resources, Inc. P.O. Box 98 Odessa, FL 33556 (813)977-3395	
Materials:	CF/SEI Manual (item number 744-TM)	$14.50
	Form AD (Adult) Answer Sheets (package of 25) (time number 747-AS)	6.50
Testing time:	Approximately 20 minutes	

Harrington-O'Shea Career Decision-Making System

Available from:	American Guidance Service Publisher's Building Circle Pines, MN 55014-1796 (800)328-2560	
Materials:	Career Decision-Making Self-Scored Package--English (25 Survey booklets, 25 Interpretive Folders, and Direction for Administering) (item number R2405)	$26.50
Testing time:	Approximately 60 minutes	

Motivation Analysis Test (MAT)

Available from:	Institute for Personality and Ability Testing, Inc. P.O. box 188 Champaign , IL 61820 (217)352-4739	
Materials:	Assessment Manual	$10.00
	Test Booklets (package of 25)	19.00
	Answer Sheets--hand-scored (package of 50)	7.00
	Scoring Keys (set of 4)	4.90
Testing time:	Approximately 50 to 60 minutes	

Tests of Adult Basic Education (TABE)

Available from:	Publisher's Test Service CTB/McGraw-Hill 2500 Garden Road Monterey, CA 93940-5380 (408)649-8100	
Materials:	Practice Exercise and Locator Test (one copy of Directions for Administration and 25 each of Practice Exercises and Locator Tests) (item number 10470pt)	$12.50
	Test books Level M (included 25 Test Books and Examiner's Manual) (item number 10475PT)	23.25
	Test books Level D (includes 25 Test Books and Examiner's Manual) (item number 10478PT)	23.25
	Self-Scoring Answer Sheets Level M Mathematics (package of 25) (item number 77479PT)	8.50
	Self-Scoring Answer Sheets Level M Language (package of 25) (item number 77480PT)	8.50
	Self-Scoring Answer Sheets Level D Reading (package of 25) (item number 77486PT)	8.50
	Self-Scoring Answer Sheets Level D Language (package of 25) (item number 77488PT)	8.50
Testing time:	Level M--approximately 3 hours, 30 minutes	
	Level D--approximately 3 hours, 15 minutes	

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